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CONTENTS

As the Editor Sees It.....	218
Student Democracies Can Function.....	219
<i>Roy E. Morgan</i>	
Some Facts About Participation in Extra-Curricular Activities	221
<i>E. G. Kennedy</i>	
Publicizing General Science	224
<i>Maitland P. Simmons</i>	
A Scheduled Extra-Curricular Period.....	226
<i>G. G. Starr</i>	
Recess—An Opportunity for Ideal Democratic Living	229
<i>Dorothea Coleman</i>	
Some Experience with Guidance.....	231
<i>C. R. Robbins</i>	
A Train Trip as a Council Project.....	233
<i>Frank Meyer</i>	
An Activity Program in Debating.....	235
<i>James Mayer</i>	
Suggestions for Hoop Tourneys.....	237
<i>Henry H. Graham</i>	
Reincarnation Through a Museum.....	239
<i>Louis Goldman</i>	
All School Assembly	241
<i>Mary M. Bair</i>	
For the February Party.....	243
<i>Edna von Berge</i>	
News Notes and Comments.....	245
Questions from the Floor.....	247
How We Do It.....	251

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As the Editor Sees It

In the December, 1940, High School Journal's Editorial of the Month—"The Crux of the Secondary-School Problem," Dr. William Heard Kilpatrick, after pointing out the mounting criticism of the highly specialized curricular program of the high school, and dismissing the two suggested remedies—"more vital teaching," and "integrated subjects," states: "A third plan, and the one here advocated, is to combine the present high-school specialization with the real living of the elementary school. For the first-year high school give each thirty pupils to one home-room teacher for at least three-fourths of the day, who will teach children on the best activity-program basis—life, not subjects. The remaining fourth of the day will go to any wise choice of specialization. This specialization would increase to fifty-fifty in the last year.

"In this way, the subject-matter teachers continue, each with his specialty, and teaching only those who elect it. The home room teacher studies each child as a personality at least half of each day or she is guiding the class on all sides to the best attainable all-round life. Under the home room teacher each child is building character always by studying with reference to life. It is thoughtful acting on thinking that promises best for character building. Along this line the secondary school can really—and easily—remake itself according to best ideas of the educative process."

Coming from such a distinguished educator, this evaluation of the home room setting is well worth the most serious consideration.

It appears that next fall ANY member of a football team will be permitted to carry the ball. For why? To "develop more character?" Hardly. Like practically all other changes in the rules governing public spectacles, this was designed to "develop more gate receipts."

And while we are on football: perhaps you saw in the papers that on Jan-

uary 7th the Illinois High School Athletic Association indefinitely suspended Fenger High School of Chicago for playing a post-season game with Miami, Florida. Our comments: Fenger—you had it coming, you knew the rule; Athletic Association—congratulations, now make it stick.

Why not develop a "speaker's bureau" in your school, either in connection with the oral English or public speaking class, as at Paola, Kansas, or as a club? In almost any community there are numerous opportunities into which student speakers, well-versed on particular topics, could well fit. Capitalizing these would represent excellent motivated practical experience for the students, also worthwhile indirect school publicity.

Comes soon the season for class parties. Juniors and seniors usually refuse to allow the freshmen and sophomores to attend their affairs, but they themselves, at least some of them, consider it a perfectly legitimate activity to "crash" the parties of the lower classes. Any such "crashing" but evidences a lack of administrative fairness, foresight, strength, and preparation. A policeman at the door might help, but a published penalty of "no-party-of-y-o-u-r-o-w-n-if-you-barge-in-where-you-don't-belong" would be at least as effective, and considerably less expensive.

The development of state associations of high school student council officers during the past half-dozen years has been little short of phenomenal, and, the question of a national convention is coming to the fore. Would such a convention, with high school delegates coming from all parts of the country, be justifiable? Frankly, we doubt it, even though we know not all of the arguments are on our side. The National Association of Secondary School Principals time and again has disapproved of such national meets, and, until we are convinced otherwise, we'll go along with the Association.

Student Democracies Can Function

IN THESE days when there is so much talk about defending democracy from outside aggression, it seems evident that educators might consider ways and means at their disposal for defending democracy from within. It is with that purpose in mind that the present discussion of a practising philosophy of student government is advanced. At the risk of repetition let me repeat what appears to be a fundamental premise in training citizens for a democracy: that we must make the training itself as democratic as possible—a fact easily overlooked by educators in general.

Well over 200 years ago John Locke, the noted British philosopher, indicated the prime requisite of a democracy when he said, "Government can be democratic and stable only when it is based upon the consent of the governed and that consent is given only when the people understand their problems and approve intelligently the acts of their representatives in government." This seems highly reasonable and sound enough of an argument on which to rest the case for student government. However, as further proof let us examine a case history which offers rather striking evidence of the effectiveness of such organization.

Like so many other institutions, the Undergraduate Centers of The Pennsylvania State College seek to maintain democratic student governments whose duty it is to plan student activities, arrange an organized social program, budget activity funds, and so forth. Although there is faculty supervision (kept at a minimum as far as possible), the student group suffers just as all those at two-year collegiate institutions must by the absence of juniors and seniors, whose age and experience are definite assets in stabilizing the student activities' balance wheel. On the other hand, it profits by being composed of individuals somewhat more mature than those on lower educational levels.

Fortunately the work of these student organizations has been focused exceptionally clearly in an annual conference organized in 1937 by the student government organizations of the Pennsylvania State College's Undergraduate Centers. Here has been an opportunity to find youth solving its own extra-curricular problems. True enough this program has been developed on the junior college level, but nevertheless the philosophy and organization underlying it are just as pertinent for the senior or junior high school. As a matter of fact, this organization, according to our best knowledge, is unique among

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junior colleges; whereas, that is not at all true on the other secondary levels. It is this yearly conclave that furnishes the demonstration of a student democracy in action.

Meeting last fall for the fifth consecutive year was the Inter-Center Student Council Conference.¹ The annual meeting was originally called simply in order to promote an esprit de corps among the various student groups. Interestingly enough, the conference has gradually come to play a part in helping to overcome the aforementioned disadvantage of a lack of upper classmen by giving representative Student Council members from the various Centers a chance to meet and discuss their mutual problems early in their year of service. This outcome of the Conference has in a sense been unpremeditated, and profits accrued from recent sessions have made the conclave an almost invaluable adjunct in the development of a student activities program.

The plan for the conference was the original idea of Prof. E. W. Zoller, administrative head at the DuBois Undergraduate Center of the College, and the first conference was held there. Since that time meetings have been held at all but one of the college Centers. The student problems taken up at the annual sessions have been many and varied. In the early conferences, questions of athletic policy seemingly were of paramount importance; but those evidently have now been satisfactorily established largely through the Conference efforts. Such problems as eligibility, tournament dates and locations, numerals, athletic programs, and the like all have been reasonably and intelligently tackled by various groups of conferees. Other common difficulties brought up at different sessions have included: Center social programs (party ideas, dances, etc.), uniform Student Council awards, methods for a more regular and continuous interchange of information among the respective Council groups, the financing of extra-curricular activities, freshman customs, and many others perhaps of immediate concern for that one year only. Not all of these problems have been uniformly satisfactorily settled and some, like the proverbial black cat, seem to cross the Conference's path yearly. However, the important point is that students are being taught to manage and handle

their own affairs in a way that at least meets with their (and the faculty's) temporary satisfaction.

CONFERENCE ORGANIZATION

Perhaps a more detailed examination of the fourth conference would not be amiss at this point as a means of showing how the affair is organized and conducted. Having as its theme "Making Adjustments to College Life," the 1939-40 Conference was organized into four sub-sections to discuss these respective problems: "Center Customs and College Life," "Extra-Curricular Activities," "Social Programs," "Finances." These topics were decided upon after the local conference committee had examined the questions submitted for the agenda by the four visiting council groups. All of their questions, it was found, could be grouped under one or another of these sectional headings.

Following an informal luncheon at which time the delegates had a chance to get acquainted, the Conference was formally called to order with the Council president of the host institution serving as presiding officer. At this opening session, minutes of the preceding conference were read, guests welcomed, and members of the group committees assigned. Since each Center sends four delegates, it can have a representative at all four sectional meetings. After the conference theme had been discussed by the chairman, the committees then adjourned for their respective meetings. Committee discussions continued for the remainder of the afternoon with group reports to be submitted on the morrow.

In the evening the conference dinner was held with a guest from the main campus as the principal speaker. Past speakers have included Dr. Charles W. Stoddart, Dean of the School of the Liberal Arts; Mr. William S. Hoffman, Registrar; Prof. John H. Frizzell, College Chaplain and head of the Department of Speech; Mr. David B. Pugh, Supervisor of Undergraduate Centers; and last year's was Dr. B. V. Moore, head of the Department of Psychology and Education, who spoke on "Personnel Problems in Student Life." This dinner session is followed by dancing or entertainment of an informal nature.

On the following morning the delegates once again convened in general session with the reports from the individual committees being heard. These were then discussed and action taken by the Conference as a whole. A farewell luncheon on noon of that day brought the session to a close; and every one left wondering how so much could have been accomplished in such a short time.

PROBLEMS DISCUSSED

Just how seriously these young men and women take their task may be revealed by an analysis of a few of the problems debated at that recent conclave. One of the questions

brought up at the sectional meeting of the committee on "Center Customs and College Life" was: How can "high-schoolisms" be overcome? A summary of their deliberations on this topic culled from the secretary's report is as follows:

"'High-schoolisms' may be defined as the set of attitudes that a student has developed in his high school environment and has carried over into his college life. For example: the seeming timidity with which a freshman approaches his faculty adviser is an attitude developed in high school. It was the consensus of opinion of the group that the only way such attitudes may be overcome is by time and association with a new environment in which new attitudes will be developed. The sophomore class, being accustomed to a college environment and having developed college attitudes, must of necessity be the medium through which the faults of the freshman may be overcome."

Probably the realization of this fact on the part of the sophomores is one of the most effective means for promoting better morale in the student group. As a matter of fact, it would appear evident that such self-realization is by far the best example of active learning that could be encountered, and predicative of the most profitable results.

Other ideas discussed by these representatives were: (1) How can the freshman be guided into a proper use of his new freedom? (2) Are dress customs useful in creating a sense of college unity? (3) What authority should the Student Council assume in maintaining customs? In the first instance, the delegates' conclusion was that the faculty in their individual conferences could be of tremendous influence in guiding the freshman aright; they also were of the opinion that dress customs were helpful in creating a worthwhile traditional unity; and they placed upon the Student Council as representative of all the students the sole power of determining and executing such customs. Lest the idea grow that this was not really a democratic group with its own dissensions, it might be advisable to single out the fact that there was a strong and vocal minority opposing the general conclusion presented in answer to the second question.

The group discussing extra-curricular activities concerned itself with the athletic program as well as various student organizations, clubs, publications, etc., leaving only the social program itself for the handling of another sub-committee. Problems on the agenda for discussion by these delegates related to the intra-mural athletic program, women's athletics, assembly programs, functions of faculty advisers, and encouragement of wider student participation in extra-curricular activities.

(Continued on page 234)

Some Facts About Participation In Extra-Curricular Activities

MUCH consideration has been given to the number and characteristics of students who participate in extra-curricular programs. Recently the writer completed a study on the activities of high school students, part of which dealt with this problem.¹

The students included in the study were members of a recent graduating class from a high school of approximately 1300. There were 206 students in the class, but it was possible to obtain complete data on only 195 of the group. Of this number, 90 were boys and 105 were girls. The median chronological age was seventeen years, nine and two-fifths months. The intelligence quotients ranged from 70 to 135, with the median intelligence quotient at 104.6 and a quartile range of 14.7. The scholarship for the group ranged from I-plus to E with the median letter grade of approximately M-plus. In attempting to locate conditions underlying participation the following data were analyzed: intelligence quotient, average personality quotient, and scholarship index.

The intelligence quotients were computed from the results of the Otis Self-Administering Test of Mental Ability, Higher Examination, Form A. The personality quotients were computed from the results of Link's Personality Quotient Test. This test has been developed under the direction of the Psychological Corporation of New York City. It purports to measure personality quotients for normal students on five personality traits which can be interpreted in the same general way as the intelligence quotient. An individual personality quotient can be determined for each trait. The five traits are: Extroversion and Introversion; Social Agressiveness; Self-Determination; Economic Self-Determination; and Adjustment to the Opposite Sex. The personality quotient was figured for each one of the five traits listed, and in addition a numerical average was made of the five quotients. This result was arbitrarily called average personality quotient. The average personality quotient was used exclusively in the material presented in this study.

The scholarship index was computed by giving a numerical value to the letter for each semester's work and by finding a simple mathematical average of the letter values for four years' work. Participation as used in this

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study is a rough measure. The information pertaining to amount of participation by each student was obtained from a survey of the high school year book. This gave the number of different activities in which each student had participated but did not designate the number of years' participation in each activity.

The group studied was first divided into five parts. One division included those students who had participated in no activities during high school. The other four divisions consisted of those students who participated in one, two, three, and four or more different extra-curricular activities respectively. There were a few students who participated in more than four different activities, but the number was negligible. The table below gives the number of students and percentage of the group who participated in various number groups.

TABLE I
PER CENT OF PARTICIPATION

No. of Students	No. of Activities	Per Cent of Group
68	0	34.9
43	1	22.1
25	2	12.8
27	3	13.8
32	4	16.4
195		100%

A survey of this table indicates that slightly more than one-third of the group studied failed to participate in any extra-curricular activity, and that only 43 per cent of the group participated in as many as two or more different activities.

In attempting to analyze the characteristics of the students who participated in the various number groups, distribution tables were made for each group on the average personality quotient and the intelligence quotient. The following table shows the median of the distribution table for each activity number group, on both the intelligence quotient and the average personality quotient.

This table would seem to indicate that there is a tendency for particular groups of students to participate in a larger number of activities as the medians of their average personality

¹Kennedy, E. G., "Factors Related to High School Activities and Vocational Activities After Graduation," Doctor's Thesis, University of Missouri, 1939.

quotients and their intelligence quotients increase.

TABLE II
Intelligence and Personality Quotient Medians

No. of Act.	Ave. P.Q. Median	I.Q. Median
4	106.3	111.0
3	99.6	106.9
2	97.8	104.4
1	94.7	103.9
0	86.5	103.0

In order to further clarify the indications of relationship between participation in a certain number of extra-curricular activities and the other factors in this study, zero and first order correlations were run on the average personality quotient and participation, intelligence quotient and participation, and scholarship and participation. The result of these correlations are shown in Table III.

TABLE III
Summary of Correlation Results Showing Relationship of Participation in Extra-Curricular Activities and Other Factors

Zero Order			First Order	
r14—	.47		r34.1—	.3165
			r34.2—	.326
r24—	.21		r14.2—	.467
			r14.3—	.425
r34—	.37		r24.1—	.201
			r24.3—	.034
Var. 1	Var. 2	Var. 3	Var. 4	
Ave.P.Q.	I.Q.	Sch. Index	Participation	

Both zero and first order correlations indicate a positive relationship between participation in number of different extra-curricular activities and the other factors studied. The relationship between the average personality quotient and participation in number of different extra-curricular activities is nearly the same as that shown between intelligence quotient and scholarship index. Results of the first order correlations seem to indicate that the various factors studied tend to work together in helping to isolate those individuals who will or will not participate in various numbers of extra-curricular activities, although the contribution of each factor to the problem may be small.

The first order correlation r24.3 seems to indicate that the scholarship of the students studied plays considerable part in the relationship between the intelligence of the students and the number of different extra-curricular activities in which they participate. This assumption is indicated by the fact that

the relationship between intelligence and participation is shown by r24, is lowered from .21 to .034, when variable 3, or scholarship index, is held constant as in r24.3.

In an effort to indicate any existing relationship between participation in extra-curricular activities and any of the other factors used in this study as practically as possible, correlation charts were used as the basis for computation of chances to participate in various numbers of extra-curricular activities. A four-variable correlation chart was constructed for the purpose of computing these chances. The variables used in the chart were: intelligence quotient, average personality quotient, scholarship index, and participation in number of different extra-curricular activities.

The intelligence quotient, or "Y" axis, was placed at the left-hand side of the chart, and the average personality quotient, or "X" axis, was placed at the bottom. The effect of the two additional variables, scholarship and participation, were indicated by the use of a code or symbol as the entry at the intersection of the imaginary lines drawn from the intelligence quotient and the average personality quotient axes. Various arbitrary divisions of this chart could be made according to intelligence quotient and average personality quotient boundaries.

For example, the chart could be divided into four divisions by drawing intersecting lines from each median to the opposite end of the chart. It was then possible to figure mathematically the chances for participation in each activity number group for those students whose intelligence quotients and personality quotients fell within a particular area of the chart with respect to the medians. It was also possible to compute the relative relationship of scholarship and intelligence quotient plus average personality quotient, and participation in extra-curricular activities. Since chances to participate were computed on the basis of 100, the chances may also be interpreted as percentages.

The following table shows the per cent of students above and below the median in intelligence quotient who participated in various numbers of different extra-curricular activities during high school.

TABLE IV
PARTICIPATION ACCORDING TO INTELLIGENCE QUOTIENT (By Per Cent)

No. of Act.	Below Median	Above Median
3-4	25	35
2	13	13
0-1	62	52

According to this table, 35 per cent of the students above the median participated in three or more extra-curricular activities while 25 per cent of the students below the median participated in three or more activities.

Table V shows the per cent of students above and below the median in average personality quotient who participated in various numbers of different extra-curricular activities during high school.

TABLE V
PARTICIPATION ACCORDING TO AVERAGE
PERSONALITY QUOTIENT
(By Per Cent)

No. of Act.	Below Median	Above Median
3-4	14	45
2	8	17
0-1	78	38

According to Table V 45 per cent of the students above the median in average personality quotient participated in 3 or more extra-curricular activities during high school, while only 14 per cent of the students below the median participated in more than 3 extra-curricular activities.

Table VI shows the per cent of students participating in the various number groups according to a combination of both intelligence quotient and average personality quotient test results.

It is interesting to note that the smallest percentage of students participating in three or more activities is found in the group whose test results indicate that they are below the median in both intelligence quotient and average personality quotient. It is also interesting to note that only 18 per cent of the students above the median in intelligence quotient but below the median in average personality quotient take part in three or more activities while 42 per cent of the students below the median in intelligence quotient but above the median in average personality quotient take part in three or more activities. The largest

TABLE VI
COMBINED RELATIONSHIP OF INTELLIGENCE
QUOTIENT AND AVERAGE PERSONALITY QUOTIENT
TO PARTICIPATION
(By Per Cent)

No. of Act.	Below I. Q. Med. and Below P. Q. Med.	Below P. Q. Med. and Above I. Q. Med.	Below I. Q. Med. and Above P. Q. Med.	Above I. Q. Med. and Above P. Q. Med.
3-4	11	18	42	48
2	11	5	16	18
0-1	78	77	42	34

per cent participating in three or more activities is found in the group whose test results indicate that they are above the median in both average personality quotient and intelligence quotient.

Table VII shows the per cent of students participating in various number groups according to scholarship.

TABLE VII
PARTICIPATION ACCORDING TO SCHOLARSHIP
(By Per Cent)

No. of Act.	Below Med. in Sch.	Above Med. in Sch.
3-4	14	47
2	12	13
0-1	74	40

It must be remembered in studying Table VII that some of the activities used in this study had scholarship requirements. Consequently, the picture shown above is not entirely valid.

SUMMARY

In this brief study at least the following facts seem to stand out quite clearly:

1. 34.9 per cent of the group studied did not participate in extra-curricular activities.
2. 57 per cent of the group studied participated in less than two different extra-curricular activities.
3. 16.4 per cent participated in four or more different extra-curricular activities.
4. 35 per cent of the students above the median in intelligence quotient participated in three or more extra-curricular activities, while 52 per cent participated in no more than one.
5. 45 per cent of the students above the median in average personality quotient participated in three or more extra-curricular activities, while only 38 per cent participated in no more than one.
6. Only 25 per cent of the students below the median in intelligence quotient participated in three or more extra-curricular activities, while 62 per cent participated in no more than one.
7. Only 14 per cent of the students below the median in average personality quotient

(Continued on page 242)

Publicizing General Science

MANY of us who have been teaching ninth-grade general science for a considerable period of time are doubtless cognizant of a great change in the public attitude toward our subject. We note in the daily press and in monthly periodicals more and more articles dealing with creative activity. During the past few years numerous discussions on the part of educators have centered about the all-important value of project work. Only too frequently teachers complain that pupils are not interested in science and are generally bored with school. It may be true that too many of us lose sight of the fact that subject matter and the practical needs of life have become separated in the school curriculum of today. If one of the main objectives of education is to prepare boys and girls for adult life, it is desirable that they should be taught self-reliance, application, and the thrill of accomplishment in a job well done. With more time available for leisure, a way to meet this challenge is to encourage individuals and groups to make "home projects." These ought to show originality, thoroughness, timeliness, technical skill, artistic expression, social value, but, above all, scientific reasoning. Many of the suggested essentials have been incorporated in the exhibit, The Edison Memorial Tower, created out of school by a boy in one of our classes. Since many secondary-school science teachers have themselves expressed a need and desire for more experiences relative to these activities, the accompanying illustration with a detailed description may be helpful. For additional help on amateur model-making, consult the boy's write-up in *Current Science*.²

Using as guides, a few simplified, authentic pictures,¹ the first step was to erect the tower (26 inches over all) approximately to scale, 1 inch to 5 feet. To make the framework, an old apple crate ($\frac{1}{4}$ -inch pine) was sawed carefully into 5, 3 $\frac{1}{2}$, and 2-inch octagonal pieces. For the lamp cord, holes were bored in the middle of each. Next, eight $\frac{1}{4}$ -inch basswood strips (23 by 1 $\frac{1}{2}$ inches at base and $\frac{1}{2}$ inch at top) were steamed, bent, and nailed to the cutouts, the largest at base, the smallest for top-part, the other for a center support. For reinforcement, another set of marked-off basswood ribs were cemented and nailed over the seams between the tapering

MAITLAND P. SIMMONS

Irvington High School,
Irvington, New Jersey

pieces. The effect resembled columns of cement blocks. To represent openings (2 $\frac{1}{2}$ inches below apex) for rendering the organ music audible in the real tower, eight 1 $\frac{1}{4}$ by $\frac{1}{2}$ by $\frac{1}{4}$ -inch sections were removed between the outer strips. In front of a black background, two 1-16-inch strips were then inserted into each cut-away section. To hold the 10-watt amber-tinted bulb in place, a 2 $\frac{1}{2}$ -inch basswood piece, with socket encircled by prongs $\frac{1}{2}$ -inch above tower, was inserted into opening and fastened to sides. The model was then completely wired. To signify man's progress from darkness to light, the lower portion was painted buff gradually changing into white. A cut-away door (1 by $\frac{1}{2}$ inch), seven bronze-color tablets ($\frac{5}{8}$ by $\frac{1}{2}$ inch; $\frac{1}{2}$ -inch from base), eight octagonal pine columns, painted black (3 by $\frac{1}{4}$ inches), and for design effects eight brown buttons glued into 1-inch grated squares above triangular pieces 1 $\frac{1}{4}$ inches from base. Seven base moldings (1 $\frac{1}{4}$ by $\frac{1}{4}$ by 1-16 inches) completed the edifice.

To build a terrace, a circular piece (12 by $\frac{1}{4}$ inches) was cut from pine. The next step was to attach four 9 by 1 $\frac{1}{4}$ by 1-inch slanted arcs, separated for steps, to a $\frac{1}{4}$ -inch basswood curbing surrounding the center part. Four separated flights of six $\frac{1}{8}$ -inch basswood steps (1 $\frac{1}{4}$ by $\frac{1}{4}$ by $\frac{1}{4}$ inches) with 1-8-inch sides were inserted into these spaces. To represent grass, dyed sawdust was sprinkled in liquid cement on the sloping sides. After the tower had been bolted to terrace, four benches (1 $\frac{1}{4}$ by $\frac{1}{4}$ by $\frac{1}{4}$ inches) were placed, the first 3 $\frac{3}{4}$ inches in front of tablet next to doorway and the others equidistant on the countless, multi-colored, varied-sized strips used as stone slabs.

The paved-terrace, with its walks of sand, painted gray, was then attached securely to a six-sided base (7 $\frac{1}{2}$ by $\frac{3}{4}$ inches), and this, in turn, mounted firmly on a 20 square inch, mahogany-stained, 5-ply wood, having four supports (4 by 4 by $\frac{1}{4}$ inches). In centers of each base, holes had been drilled for the electric cord. This was connected to outlet; switch was turned on; and the "ever-burning beacon" was lighted. For a modernistic table lamp, the lower base may be removed. Details and color scheme of the replica were carefully checked with the 131-foot structure holding the world's largest bulb, 14 by 9 feet. For

¹Simmons, Maitland P., "Model of a Mountain," New Jersey Educational Review, Vol. 13, No. 3 (December, 1939), p. 97.

²Collani, Fred, "Be a Modelmaker," Current Science, Vol. XXV, No. 30 (April 15-19, 1940), p. 127.

an adequate background, a well-labeled and brightly colored poster added much to its attractiveness, historical significance, and scientific information.

The "perpetual light" model, constructed in a cellar workroom, took four months of painstaking effort to finish at a cost of approximately \$2.50. The tools used included hammer, file, lathe, pliers, screw driver, plane, chisel, nail-set, and saws (circular, jig).

At a New Jersey State Association Meeting, The American Institute Science and Engineering Fair, New York City, and our annual school library exhibit, this unusual model aroused considerable enthusiasm among students, parents, teachers, and friends. Its neat appearance, durability, strong construction, light weight, and compactness made it desirable for these public exhibitions.

As a means of fitting youth for life in a world of science, leisure-time project building affords an opportunity for freedom of action. Particularly significant, because it increases the capacity of young people to think and act for themselves. Today, more than ever before, there is a definite need for stimulating, coordinating, and guiding the thinking of young people. The ever-increasing popular interest which is being created in general science makes it a practical vehicle for this purpose.

Unless general science fills the needs of young people, it will not endure. We must learn to interpret fully the needs of our pupils. Only then will general science continue to occupy its rightful place in a modern educational system.

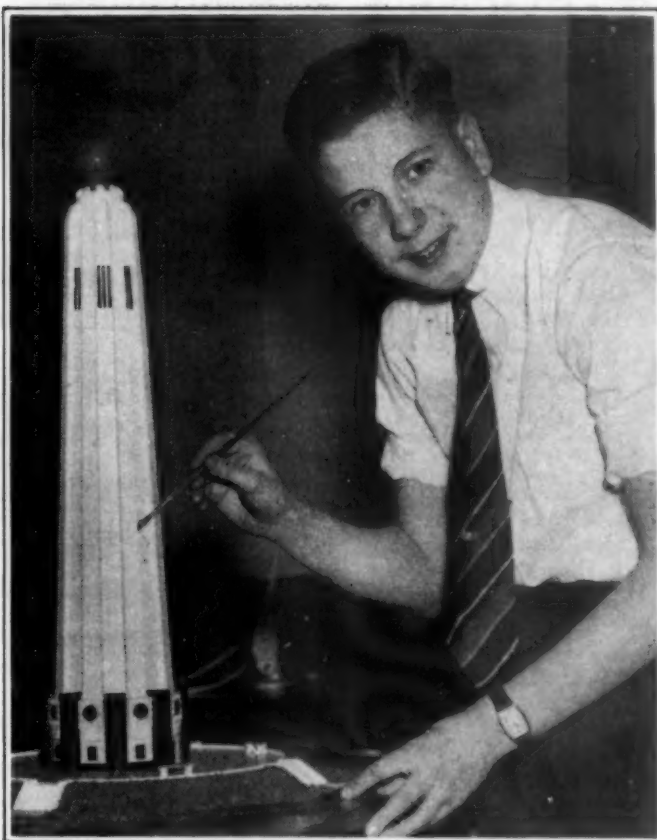
³Simmons, Maitland P., "Science for Leisure Time," *School Science and Mathematics*, Vol. XXXIX, No. 7 (October, 1939), p. 626.

Radio in Waynesboro

JACK SCHULER

Waynesboro Senior High School,
Waynesboro, Pennsylvania

WAYNESBORO Public Schools have installed radio facilities and present regular music programs over the air. The auditorium of the senior high school makes a very satisfactory broadcasting studio by laying a floor covering and spreading the side and back curtains. Most programs are presented without an audience, so that the front



Fred Collani, Irvington High School, gives finishing touches to his model, the Edison Memorial Tower

curtains can be closed and thereby prevent reverberations from the hall.

The auditorium is connected by telephone line to station WJEJ in Hagerstown, Maryland, a distance of some 12 miles. The first program was broadcast last March and has continued at regular intervals ever since. So far, all the broadcasts have been musical, but it is hoped in the near future to be able to work in other school groups.

On November 6 we presented the Sousa Memorial Program as printed in the News last winter and prepared by Dr. A. D. Davenport. By adding The Thunderer March and five more minutes of script we were able to make the material fit into a half hour broadcast. This program was so well received that we plan to make it an annual affair.

According to the present plans we hope to be able to present a series of broadcasts during the Southern District Band Festival which will be held in Waynesboro, March 6-7-8.

By means of radio we believe we have increased the value of the high school music department to our own, as well as surrounding communities, not to mention the extra stimuli to the musicians and director as well.

A Scheduled Extra-Curricular Period

ONLY to an ever increasing minority there is still a necessity for justifying the existence of extra-curricular activities in the public school. Our local school favors a broad extra-curricular program, one that includes a variety of organizations which make an appeal to as many interests of the student body as possible.

One aim of the Arcanum school is to have each teacher sponsor one club or activity and to encourage each student to become a member of at least one extra-curricular organization. There is a firm belief here to the effect that such a practice contributes to the benefit of both teacher and student.

The number and types of clubs vary from year to year depending on the interests of the student body and faculty. A new club may spring up to meet the special interest of a group of students, or an old club may be disbanded because of a cessation of sufficient interest. All that is necessary for the organization of a club is the desire on the part of a group of students and the willingness of a teacher to sponsor such an organization.

At the present time a list of the clubs in the Arcanum school includes "A" Club, Archery Club, Assembly Committee, Arc-Hi' Staff, Boy Scouts, Camp Fire Girls, Esperanto Club, F. F. A., Girl Reserves, Hobby Club, and Hi-Y.

A study of these clubs shows a wide range of activities for both boys and girls in all of the grades of the local high school, which is

G. G. STARR

Superintendent of Schools,
Arcanum, Ohio

a six-year organization. The four organizations of national scope prove very popular. The "A" Club is a varsity club for boys who are interested in athletics. Its program includes a study of the various sports and the development of better sportsmanship in the school. The Archery Club devotes its time to the making of archery equipment and the technique of shooting. The Assembly Committee has for its objectives the scheduling, planning, and supervising all the general assembly programs of the school. The Arc-Hi Staff is responsible for publishing the school paper—*The Arc-Hi News*. The Esperanto Club devotes its attention to the study of this international language. The F. F. A. is an organization of boys in the vocational agriculture department. The Hobby Club is for students interested in selecting and working on some hobby of their choice.

For many years the school clubs and the other extra-curricular organizations of the school met after the scheduled activities of the school day or at some time during the school day by special arrangement. Meeting after school or in the evening made it difficult for many members to attend regularly, for about half of the student body is transported to and from school by bus. Trying to arrange

PROGRAM-ARCANUM HIGH SCHOOL-1940-1941										
	G. G. STARR	C. E. STARR	MISS SHERMAN	MISS HOFF	MR. GIBBON	MR. SMYER	MR. RINE	MISS ROCKWELL	MR. BAILEY	MR. PILGER
Home Room 8:30-8:45	Superintendent	Principal	Seniors (37)	Juniors (39)	Soph's (32)	Freshmen (31)	Eighth (36)	Seventh (34)		
First Period 8:45 - 9:30	Algebra 9 (32)	Office	English 10 (37)	Latin 10 (39)	History 8 (32)	Chemistry 11 (31)	Bus. Arith. 9 (36)	Study (36)	Agri. 2 (12)	Instrumental Lessons
Second Period 9:30-10:15		Study (35)	English 8 (37)	Latin 9 (39)	Geography 7 (34)	Chemistry 11 (31)	Typing (29)	Biology 10 (31)	Agri. 2 (12)	Instrumental Lessons
Third Period 10:15-11:00		Office	English 10 (37)	Study MW. G. Phy. Ed. Tu. Th.	Study Tu. Th. S. Phy. Ed. M. W. F.	Math. 7 (32)	Typing (29)	French 2 (34)	Shop 1 (13)	Instrumental Lessons
Fourth Period 11:00-11:45		Plane Geo. (36)	English 9 (37)	History 12 (39)	Lunch 7 S. P. E. MW. 7 S. P. E. Tu. Th.	Math. 8 (32)	Study (36)	French 1 (34)	Shop 1 (13)	Instrumental Lessons
SCHOOL HOUR RECREATIONAL PROGRAM										
Home Room 12:30-12:45			Seniors (37)	Juniors (39)	Soph's (32)	Freshmen (31)	Eighth (36)	Seventh (34)		
Fifth Period 12:45-1:15	Assembly Committee Tu. Esperanto Th. (34)	Archery Club Th. (13)	Study Mon. Girl Reserve Th. (37)	Camp Fire W. (39) Study Th.	"A" Club W. (32) Study Th.	Hi-Y W. (31) Study Th.	Boy Scouts W. Arc-Hi F. Study Th.	Hobby H. (17)	F. F. A. F. (12)	Band Tu. Orch. Th. S. Chorus S. G. Chorus F.
Sixth Period 1:15 - 2:00		Ind. Arts 10 (13)	English 7 (37)	G. Phy. Ed. Tu. Th.	S. Phy. Ed. H. W. F. Study Tu. Th.	Science 9 (31)	Shorthand 12 (32)	Home Ec. 10 (17)	Agri. 1 10 (12)	Study M. W. F.
Seventh Period 2:00 - 2:45		Ind. Arts 10 (13)	English 11 (37)	History 10 (39)	Study (36)	Science 7 (31)	Typing (29)	Home Ec. 10 (17)	Agri. 1 10 (12)	
Eighth Period 2:45 - 3:30		Ind. Arts 7 Mon. Tues. 8 Wed. Thurs.	English 12 (37)	History 11 (39)	History 10 (36)	Science 9 (31)	Bookkeeping 10 (32)	Home Ec. 8 Mon. Tues. 7 Wed. Thurs.	Study (36)	Music 7 8

Illustration 1. Showing schedule of Classes for Arcanum High School with Fifth Period as the Extra-curricular Period.

meetings at convenient periods during the day naturally led to many difficulties. For this reason one whole period was set aside a few years ago for these organizations. A reduction of the teaching staff during the depression made it very difficult to reserve a period each day for extra-curricular work but, by careful planning, this period has been kept in the schedule.

Perhaps some will say that with the increased teacher's pupil load—due to more and larger classes—it is impossible to grant a full period of each day's schedule to these activities. One's estimate of their value determines meetings at convenient periods during the day naturally led to many difficulties. For this reason one whole period was set aside a few years ago for these organizations. A reduction of the teaching staff during the depression made it very difficult to reserve a period each day for extra-curricular work but, by careful planning, this period has been kept in the schedule.

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FIFTH PERIOD SCHEDULE 1940-41

	G. C. STAFF	C. H. STAFF	MISS SHERMAN	MISS DUFF	MR. GIBBS	MR. MITCHELL	MR. KIRK	MISS ECKHART	MR. SILLER	MR. BAILEY
MONDAY	OFFICE	IND. ARTS. (13)	STUDY HALL (36)	BOYS' ROOM (39)	BOYS' ROOM (32)	BOYS' ROOM (31)	ARC-HI STAFF (29)	BOBBY CLUB (17)	BOYS' CHORUS (28)	ROOM 12
TUESDAY	ASSEM. COM. (36)	IND. ARTS. (13)	BOYS' ROOM (37)	BOYS' ROOM (39)	BOYS' ROOM (32)	BOYS' ROOM (31)	STUDY HALL (36)	CAFETERIA (17)	BAND	ROOM 12
WEDNESDAY	OFFICE	IND. ARTS. (13)	GIRL RES. (37)	CLIP FINE (39)	*A* CLUB (32)	STUDY HALL (31)	BOY SCOUTS (29)	CAFETERIA (17)	MUSIC ROOM (28)	ROOM 12
THURSDAY	ESPER. ANTO (36)	ARCHERY (13)	BOYS' ROOM (37)	STUDY HALL (39)	BOYS' ROOM (32)	BOYS' ROOM (31)	BOYS' ROOM (36)	CAFETERIA (17)	ORCHESTRAL	ROOM 12
FRIDAY	OFFICE	IND. ARTS. (13)	BOYS' ROOM (37)	BOYS' ROOM (39)	STUDY HALL (32)	HI-Y (31)	BOYS' ROOM (36)	CAFETERIA (17)	GIRL'S CHORUS (28)	F.F.A. (12)

Illustration 2. Showing Schedule of Clubs for the Fifth Period.

the student body transported, minimizes outside time demanded of teachers and students, and gives better supervision to these activities.

Illustration One shows a schedule of classes in the Arcanum school for the 1940-41 school year. It will be observed that the activity period is the fifth of an eight period school day. It has been placed at this time for various reasons. An important one is that in addition to the clubs which are non-credit organizations, four music groups which grant credit meet at this time. As it is necessary for these to have the regular length period of 45 minutes, the band, orchestra, boys' chorus, and girls' chorus meet at 12:30 instead of 12:45. The club period is of 30 minute length—from 12:45 to 1:15.

As an aid to students and teachers, a Fifth Period schedule, which is shown in Illustration Two, has been formulated. It lists the clubs, teachers, and rooms for all of the clubs for each day of the week. This simplifies schedule making for each of the students. Care has gone into the construction of this schedule to prevent conflicts for students and for rooms.

A sample of an individual schedule is shown in Illustration Three. This schedule is supplied to each student to assist him in making

his individual program for an entire week. Each student makes out a duplicate copy of this schedule for the office files, which provides a check on each pupil's schedule of classes. It also aids in checking attendance and in locating students during any period of the day. This schedule has proved helpful in many ways, especially in making studies of student participation in the extra-curricular program during the fifth period.

ARCANUM HIGH SCHOOL

NAME	Marion Hanna		HOME ROOM	37				
GRADE	12		LOCKER NO.	100				
PERIOD	1	2	3	4	5	6	7	8
ROOM NO.	35	29	34	39		32	35	37
MONDAY	Study Typing French History Study Music Study English							
TUESDAY	Study Typing French History Band Music Study English							
WEDNESDAY	Study Typing French History Girl Res. Music Study English							
THURSDAY	Study Typing French History Arch. Music Study English							
FRIDAY	Study Typing French History Chorus Music Study English							

Illustration 3. Showing Schedule of a Student for One Week.

somewhat his attitude on this point. If the school considers these clubs of sufficient value to sponsor them, they merit a place in the regular schedule.

A special period for all extra-curricular activities dignifies such a program in the school, increases the opportunity in which more students can take an active part, makes for better attendance at meetings, especially with schools that have a large percentage of

A new form has been designed this year for the home-room teacher during the fifth period. It is shown in Illustration Four. A record of all students in each home room for the fifth period is made, showing at a glance where each student is during this particular period of the week. Home room teachers can check their attendance each day quickly and effectively. It also provides an opportunity for all home room teachers to make a study of the participation of their students in the extra-curricular program, a valuable aid to them in their guidance activities.

A scheduled extra-curricular period makes for a smooth running club program. It provides a definite schedule on school time with adequate checks which eliminate many disagreeable features of these organizations.

Seniors Produce Their Own Play

R. ARTHUR GAISER

Vice Principal, Avoca Central School,
Avoca, New York

THE TIME was approaching when the Seniors of Avoca Central School would parade their abilities before fond parents and friends in the annual class night exercises. The class president called a meeting. Listlessly, discussion ensued as to the theme of these exercises and the part each senior would play.

Finally one of the most conservative seniors addressed the class in the following manner:

"I don't know how you feel about it, but I'm fed up with the type of program we've been having for class night. Every class has just about the same stuff in a different setting. First there is a class welcome, then a class will followed by a prophecy, silly gifts, farewell, and so on. When the program is finished the audience seems to be thankful. Isn't there something we can do that will be different, more fun, practical? I'd like to see a program that would send the audience home realizing we have grown up a little and have some ability."

There was perceptible change in the meeting—slowly at first, but gradually increasing until everyone had ideas—everyone wanted to express his ideas at the same time—everyone wished a change. When order was restored, the majority seemed to favor a play centered around education and commencement.

Class day plays were examined, but this

FIFTH PERIOD SCHEDULE

CLASS	SECTION	TEACHER				
		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	William Brown	Art-Rt	Home Rm.	St. R. Club	Home Rm.	G. A. Chorus
2	William Brown	P. Chorus	Home Rm.	Study Hall	Home Rm.	F. P. A.
3	James Byrd	P. Chorus	Band	Boy Scouts	Orchestra	W
4	Richard Brown	P. Chorus	Home Rm.	"A" Club		
5	Walter Clark	Art-Rt	Home Rm.	S.		
6	Walter Clark	Art-Rt				
7						

Illustration 4. Schedule of Students of a Home Room for the Fifth Period for One Week.

senior class was not satisfied. Time was not available to search further possible sources. It seemed a question of accepting a play sold by a commercial publishing house or repeating the old class night exercises, when a suggestion was made that the class hold daily meetings in an attempt to write its own play. The class sponsor—agreeable though doubtful, amazed though proud, worried though happy—was due for sessions of spontaneity that he will never forget.

Some cynics may feel that pupils do no free thinking, but those people have not witnessed an activity of this type. This class had so many ideas they nearly became lost among them. Finally somehow, from somewhere, came the idea that a social misfit might oftentimes point to a fault in an educational system as the reason for failure. This idea grew, blossomed, and bore fruit in the form of a two-act play—"Edward Cornell Changes His Mind."

Edward Cornell was vagrant on trial for stealing. He admitted his guilt and was ready for sentence, but the judge tried to find cause for his vagrancy. It was revealed that this boy had a strong desire to train for a mechanical vocation, but because of the nature of the school system he was forced to study college entrance subject matter. As a result, Edward Cornell became a problem case, overstepped his bounds, and was expelled from school. Unable to obtain employment in his home town because of his expulsion, he wandered—a complete social misfit—a product of faulty education. The court decided the defendant should spend a day in the local school to see how their community was meeting the needs of similar people.

At this point, the seniors were puzzled, how could they portray their entire school program on the stage? At last one senior suggested they solicit the help of the science club. That group had been making a motion picture of the school activities which from previews, promised to show the school life in

(Continued on page 250)

Recess--An Opportunity for Ideal Democratic Living

THOUGH the principles of democracy long have been taught in the public schools, many opportunities for the practices of citizenship have been overlooked. Notable among these is the recess period in the elementary schools. Under supervision, the recess may be utilized for the development of leadership and followership, two qualities essential for the maintenance of a democratic life. In a democracy, all power resides in and comes from the people. The child, the citizen of the future, will be better prepared to exercise wisely the rights and privileges of citizenship if he has a voice in the government of his own society and an opportunity to test the wisdom of his choices.

NEED FOR SUPERVISION

In the past, the recess period permitted the pupils to seek their own devices. Much of the activity was purposeless, while the more aggressive children monopolized play facilities. Bad character habits developed and extended their influence into the classroom. Frequently, serious accidents occurred. The lack of constructive guidance deprived the child of emotional and physical protection.

Play no longer is considered unimportant and a waste of time. Recess, today, is regarded as a laboratory for the practices of skills acquired elsewhere. Whether the skills are physical, mental, or social, the child tests in play much of what he has been taught. His speech and action expresses his personality. Play is his social life; his conduct is guided by the approval or disapproval of his playmates. The child spends a long time learning to kick a football, but he soon abandons a social attitude not shared by others. To be accepted by them, he must conform to the standards of the group.

Unfortunately, all children do not establish desirable standards. The smart-aleck, or the bully, gathers about him those of his kind. Supervision is essential if these boys and girls are to acquire more worthy attitudes. Supervision, too, protects others from the anti-social expressions of the few. Through the desire for social approval, acceptable standards of conduct are achieved.

ORGANIZATION OF THE PUPIL SUPERVISED RECESS

The pupil supervised recess is an important part of the child's life in our school system. We believe that the boys and girls are benefited by creating and enforcing their own rules for recess activities. Though benefits cannot be measured scientifically, we see them

DOROTHEA COLEMAN

Supervisor of Physical Education, Normal Public Schools, Normal, Illinois

in the daily conduct of the children and in the improved playground and classroom attitudes. We feel that here is democracy at work, a child democracy, it is true, but it embodies all the principles for which any community exists—individual expression; freedom of choice; law, order and justice.

The proposed program was submitted in a bulletin to the teachers for their criticisms and approval. The outline stated teacher and pupil objectives; methods of presentation to the pupils; and formation and training of the recess councils. Available play spaces and equipment were listed. After an interval for teacher discussion of the plan, a general meeting was called by the physical education supervisor, sponsor of the program. After several changes were made, the plan was adopted.

The supervisor then visited all the home-rooms of the first six grades and explained the program. The talk followed four main points:

1. Explanation of pupil supervised recess:
 - a. 1-2-3 grades combined in first period.
 - b. 4-5-6 grades combined in second period.
 - c. Areas and equipment available.
2. Participation of all in planning activities.
3. Need for pupil leadership.
4. Procedure to follow in class discussion (led by home room teacher).
 - a. Do we want directed activities?
 - b. Can we carry on our part of the program?
 - c. What activities do we want?
 - d. What safety and play rules should we have?
 - e. What girls and boys shall be our engineers? (Four to be elected.)

The junior and senior council groups met separately for organization. Engineers reported the decisions of their classmates. All rules were examined carefully; those recommended by the majority of the children were

selected. For an example, some of the rules accepted by the Junior Council were:

We ask the teacher to get the ball if it goes into the street.

We take turns and play together in a friendly way.

We sit down on the teeter. We hold on with both hands.

Members of the older group chose similar rules.

Cooperate with each other.

Share play equipment.

Sit down in the swings.

Let other people alone in the passing lines.

Both groups discussed the qualities of a leader. Emphasis was placed on methods for securing pupil cooperation. The boys and girls listed the play activities wanted by the members of their class. Duties were assigned. The safety engineers were given posts on the stairs, in the halls, and in the danger areas on the playground. Red belts, Sam Brown style, were presented to them for wear on duty. The play engineers, in green belts, were put in charge of activities. The children decided that the name "engineer" meant "running things," or, as they amended, "making the recess run smoothly."

All traffic is controlled by pupil engineers. An average of 150 children each fifteen minute recess period leave and enter the building under pupil supervision. The play activities follow seasonal interests: touch football, softball, horseshoes, croquet, newcomb, basketball, goal-hi, and field events, such as the high jump. Boys and girls may play together. Hop scotch is played by mixed groups the year around. Rope jumping, too, knows no particular season. Some old pipe furnished horizontal bars, the newest attraction. Bouncing balls and chasing and fleeing games are popular. A troublemaker, the Cop and Robber play of the little boys, did not appear this year. Last season, injured feeling and frequent tears necessitated guidance into other activities. A few guns, denoting the gang interest, are seen occasionally.

In bad weather, especially in winter, indoor recess is held in the mornings. The boy's playroom provides quiet games such as ring toss, jig saw puzzles, and checkers. A daily schedule of games is followed in the gymnasium. Ping pong and darts, too, may be played. Rope jumping and ball games are supervised in the girl's locker room.

Last year, the children could play quiet games whenever they chose. Under the present plan, the home room of the teacher on duty may use the room exclusively. Since the teacher play consultant changes each day, every class meets there once a week. However, pupils may go into the gymnasium, if

they desire. The new plan gives the teacher an opportunity to study her pupils under play conditions.

Three minutes before the end of the recess period, the whistler calls the engineers for duty. The equipment checker reports to the box to receive balls, bats, and ropes. All safety engineers take their places on the stairs and in the halls. When the bell rings, the pupils enter the building by the closest door.

Enforcement of play and safety rules is the engineers' responsibility. Not every child can be a leader, but he *can* be a good follower. Leaders, too, must learn to accept the leadership of others. All engineers are urged to settle the difficulties which arise. However, they may appeal to the playground consultant, or to the central authority, the supervisor who is present during recess. Punishment of non-cooperative individuals deprives them of recess. Infraction of a safety rule and deliberate interference with the play of others are serious offenses and may cost the individual a week's recess. Only once has a group been sent back to its room. Despite repeated warnings by the engineer and supervisor, the boys did not believe we meant "no tackle football, only touch." Usually, one or two days spent in the room is enough; there are too many interesting things to do on the playground.

A questionnaire answered by the teachers at the end of last year pointed to the weaknesses in the program. Some of them were: "shadows" who follow the engineer and interfere with him; engineers who use their position to threaten others because of personal feelings (proved instances of this now mean loss of belt and job); and, pupils who need to be encouraged to play. The retiring child is still a problem. Some children definitely prefer to do nothing; others are shy. As yet, we have been unable to get everyone into activities.

At the end of the six weeks' term of duty, we hold a mass meeting. Old engineers introduce the new ones and describe their duties. Even the first graders step before the large audience and present their successors. Buttons are awarded for outstanding service. This year's plan for the assemblies include safety movies and exhibition of playground games. Good snow provides the "makings" for a snowball fight. Although snowballing is forbidden, we can afford to relax—under supervision.

Our safety record is excellent. No bones have been broken, a big improvement over previous years. Accidents last year were of the skinned knee variety and only three of those. One recent accident, however, marred this year's record. Two boys ran into each other around the corner of the building. Undoubtedly, their cut heads hurt, but they were

(Continued on page 255)

Some Experience with Guidance

ACCORDING to Lawrence W. Ross, Dean of Boys, Senior High School, Greenville, South Carolina, guidance programs should attempt to do five things:

1. Impart occupational information and information regarding higher schools and colleges.
2. Obtain and impart information regarding pupils' abilities.
3. Provide assistance to pupils in thinking through their educational and occupational problems and lead them in intelligent solutions.
4. Assist in the placement of pupils in advanced training or educational opportunities or in an occupation.
5. Assist pupils in adjustment to the school and the selected occupation.

Mr. Ross in his article in the *School Board Journal* of November, 1940, has given criteria for evaluation of guidance services. Mr. Ross believes that it is unwise for a school to hire a director of guidance and invest money in the required equipment, unless the guidance program is evaluated from time to time in order to find out if the cost is justified.

Among the criteria which he uses in judging his program he asks the following interesting questions:

- A—Do students have more occupational preferences?
- B—Is there a broader curriculum and a richer extra-curricular program?
- C—Are there counseling opportunities for students?
- D—Are students advised in regard to college entrance requirements?
- E—Are more students being placed in suitable occupations?
- F—Is there a decrease in the number of retarded pupils?
- G—Is there a decrease in pupil drop-outs?
- H—Is there a decrease in pupil mortality in classes?
- I—Is there a decrease in absences due to causes other than illness?
- J—Is there a decrease in pupil failures?
- K—Are there fewer disciplinary cases?
- L—Are there better relationships between the school and parents?
- M—Are there better relationships between pupils and teachers?
- N—What is the employment status of school leavers?
- O—How do pupils undertake their civic responsibilities after leaving school?

It is evident that the Greenville School has undertaken an ambitious program.

C. R. ROBBINS

*Principal, North Syracuse High School,
North Syracuse, New York*

Here at North Syracuse there has been a felt need for a director of guidance for several years. We have been doing about the same as other schools. That is, the principal and the teachers have worked together more or less in attempting to counsel students to the extent of whatever ability we have. There was no definite program in guidance, and no individual was responsible for the type or amount of guidance that had been given.

In the fall of 1940, the Board of Education voted a half-time director of guidance. We were thus enabled to make one individual responsible for all of the guidance program, thereby extending the aid that we can give students and clearing up the objectives that we feel a guidance program should have.

The enrollment at North Syracuse is 1030, of which there are 412 in the first eight grades and 618 in the upper four years of high school. There are approximately 590 non-residents in this school, of which 490 are in high school. This situation increases the problem of home visits, but we feel we have worked out a fairly successful plan to overcome this condition. All teachers in the system are assistant counselors. The schedules of high school pupils are made out in the spring of each year, including those for new freshmen. Rural School Day provided opportunity for the heads of departments to advertise their wares. After a choice of subject is made, no changes are allowed until the end of the year. We do not force slow or poor students into shop, business, or homemaking courses. The choice is the pupil's with the approval of the home room teacher. The guidance counselor approves all freshmen schedules, the vice-principal and the principal the sophomore, junior and senior schedules.

This is the first year we have allowed no dropping of subjects or changes. We know there will be a lowering of the regents averages, and some teachers will protest, but we feel it especially worthwhile as an experiment. Pupils should learn to stick to a choice once made, as a part of their training for later life, and to see a job through to the end.

Before we actually inaugurated our guidance department we asked Mr. Handville of the State Department to visit our school. He recently visited us for the second time and advised us on further procedures.

As a result of his advice and the wishes of

the faculty, parents, and pupils, we are attempting four things this year:

1. To establish individual cumulative records for members of the ninth year class.
2. To establish an occupational information file and index.
3. To conduct a follow-up of former students and graduates.
4. To provide individual student counseling.

Our student records, the first item listed above, are obtained from time to time and built up over a period of time. The individual record includes the following: scholastic records, P. F. I., attendance report, I. Q., reading ability and achievement tests reports, reports of home visits, and any other information on the individual pupil helpful to us in counseling him. The medical records, being of a technical nature and confidential, are kept in files of the school nurse only. All guidance records are kept in legal size folders available for instant use. In 1940 and 1941 we will start record files for grades one, five, and nine. Thus in four years, we will have a complete file for all pupils.

Our case studies and reports are on a somewhat standardized form, and time is saved by having any teacher who makes a home visit write up the report after she returns to the school. Some of the teachers who regularly make home visits are the guidance director, the school nurse, the homemaking teacher, industrial arts teacher, the agriculture teacher, home room teachers, attendance supervisor, or principal.

Our clerical work, such as filing, is done by NYA students, office help, or volunteer high school honor students.

Like any other part of the school program, the procedure used here will be successful only in so far as the principal can enlist the interest and cooperation of the faculty and students. Proof that we have succeeded to some extent in this in our school is the fact that the agriculture teacher, shop teacher, and the nurse offered to write up the information secured on their home visits for the use of the guidance department, and also because other teachers have asked for more personal information regarding their pupils in order to be able to do a better job of making pupil schedules at the beginning of the school year. The teachers work cooperatively in marking achievement and intelligence test papers.

All of the above has brought about a better feeling among the faculty members involved and it all makes for a more successful counseling program.

It is well here to mention that no duplication of home visits is allowed. In all cases the guidance counselor acts as a clearing house for the information.

The occupational information file and index contains the following:

1. A complete set of career monographs published by the Institute of Research, Chicago.
2. Occupational Outlines on America's major occupations published by Science Research, Chicago.
3. Vocational guidance material from various institutions, manufacturers and business houses.
4. College catalogs from colleges within New York State and a few outside the state when specifically asked for by students.
5. Vocational Trends Magazine.
6. Occupations Magazine.

All this information is card cataloged and cross indexed three ways—by titles, by magazine source, and by topic.

For obtaining the I. Q. we are using Courtis and California Tests. Of these, we prefer the California test because we feel that it is more comprehensive, and we use two tests because we feel that one is not accurate enough. If scholastic records and I. Q. ratings are poor, sometimes a check on the medical and P. F. I. conditions will give a clue to the reason for low marks. This school year we are giving intelligence and achievement tests in grades four to nine.

The follow-up survey of former students and graduates has not yet been started. We have secured various forms from other schools that have attempted a survey of this kind, and ours will be started as soon as we can get to it through the cooperation of the alumni association of the school. We have found no questionnaire form that fits our needs as yet, and since this is our local problem, we shall probably have to prepare one of our own.

The guidance director has interviewed approximately one-half of our freshmen. He will interview all pupils in grades, seven, eight, and nine this year. During this interview a four year schedule will be worked out. This counseling includes educational guidance for high school, college, business school, normal school and other schools of training, as well as some counseling on jobs for the drop-out students. Most of our pupils come to the office before leaving school, which gives us an opportunity for some counseling in these cases.

An interesting case study turned in by the school nurse is that of pupil "A." This boy entered high school September, 1939, with "a condition" in Elementary English. He passed this subject in January, 1940. In June, 1940, he failed the first semester of ninth year English, Social Science, General Mathematics, and barely passed General Science at 75%. He did not want to take General Mathe-

(Continued on page 254)

A Train Trip as a Council Project

ALL ABOARD!

And aboard the 4:30 train moving out of Grand Haven were 149 junior high school students and five teachers. They were bound for Holland, a city twenty-one miles away, where they were to be guests of the Holland Junior High School. The Pere Marquette Railroad in response to a request from our council arranged this excursion by adding two extra coaches to their regular train and granting a special fare of twenty-five cents for the forty-two mile journey.

Enthusiasm was aroused from the very first, when it was apparent that the railroad would offer a special rate for such a trip. The Council then corresponded with the Holland Junior High School to find out whether a group from Grand Haven could be entertained at Holland from 5:05 to 9:25 in the evening. The response was so encouraging that the committee in charge began active preparations.

Students who desired to go brought twenty-five cents to the Junior High Bank, where their names were recorded. Lists were then prepared with boys and girls from each of the six home rooms on a separate list. The number of names on each list ranged from eight to seventeen. A boy and a girl were chosen from each room to be a captain, who was responsible for checking each name on his list on two occasions. Two days before the trip a meeting of all those going was held for a half-hour after school. At this time final instructions were announced, and a mimeographed sheet containing complete directions for the trip and evening's entertainment was distributed. Besides the requirement to be on time for the train, no definite orders were given; the students were to be "on their own."

The Friday night of the trip arrived. Long before train time boys and girls carrying box lunches hurried to the station. Each reported to his captain to obtain a ticket, without which it was impossible to get on the train. His name was checked as he got his ticket. There was then a record of everyone on board.

The trip in large, warm coaches filled with enthusiastic young people was a thrill even for the teachers present. For sixty-seven of the 149 students this was their first train ride.

On arriving at the host city the group walked to the Junior High School. Here they were permitted to eat their lunches in the cafeteria, where free hot chocolate was served. For the evening's entertainment the group was divided into smaller sections according to interests. Some stayed to play games in the gymnasium. Others went to a movie. About

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fifty were sufficiently interested in local history to spend an hour on a guided tour through the "Netherlands Museum." A number went bowling while some enjoyed window shopping.

By 9:25 everyone was back at the railroad station, where he had to obtain another ticket for the return journey. This was done to require him to report to his captain, who had to



Grand Haven Junior High School takes a trip

account for each person on his list. At 10:30 the train was back in Grand Haven with all on board.

This trip was enjoyed by 72 per cent of the student-body. It was a council project which was universally and enthusiastically approved by students, teachers, and parents. It was carried out merely as a pleasure trip but it certainly had educational values. For 45 per cent of the participants it was their first train ride. Thirty-three per cent of them spent a profitable hour in the study of local history. To all it showed a neighboring city, too much an athletic rival, in an entirely different role. For everyone it was an occasion for the growth and exhibition of an excellent school spirit. Teachers agreed that they never had seen better cooperation, finer behavior, or more good fellowship on the part of junior high students. Everyone was happy to be in Junior High and proud of what he was able to do.

The responsibility of the five faculty members was, of course, recognized by them when they agreed to accompany the group. But when it was all over everyone of them agreed that this was a most worthwhile project. The behavior of the group was beyond criticism and they are ordinary boys and girls. No one was lost or injured. No property or personal damage was done. Everything was carried out in proper fashion and everyone had an enjoyable time.

Parents were unanimous in their approval of the project. Most of them seemed to be as enthusiastic as the children themselves. The PTA offered a word of appreciation for the undertaking, and numerous parents expressed their gratitude for the opportunity given their children. It is generally agreed that this should be made an annual affair. Parents report that younger children are already looking forward to the Junior High School trips.

Student Democracies Can Function!

(Continued from page 220)

The sectional meeting on the social program took up among others these definite questions: (1) What means may be used to bring the shy student into social activities? (2) What are the possibilities for a Saturday night "Open House?" (3) What type of social calendar offers the most? A few of their solutions were: to organize a special club to handle assembly programs, to promote a point system in order to encourage general participation in student activities, to enlist the efforts of their shy classmates by placing them on committees and in other somewhat responsible positions, to plan a varied social calendar with dances and parties for non-dancers—possibly having one large dance a semester and parties every month in the semester. Student solutions for student problems always have an advantage over faculty solutions, as all those dealing with youth no doubt early learned; thus it was encouraging to have these suggestions advanced by student leaders.

Finances was the other major topic handled in committee. The three principal questions discussed were: (1) How can the student body raise funds for special purposes? (2) What is the proper basis for the allocation of funds to social activities? (3) What is the most equitable method of financing inter-Center activities? Perhaps of most general interest would be their conclusion concerning the second question. They averred that the various Center organizations and activities should be allotted funds on the basis of the individual activity's contribution to the Center program. Although the Activity Budgets for the different Center do vary in detail, they are

all now administered in accordance with this principle. The answer to the last question might be of interest to those who wonder how these conferences are financed. Originally, and for the first four years, the meeting was financed solely by the host Center; this year for the first time, however, each of the visiting groups contributed a sum of \$25 to help cover the costs and the host institution made up the balance. This procedure is the one that presumably will be followed in the future.

VALUE OF THE CONFERENCE

Now to explain the primary thesis underlying this article and, as we see it, the inherent value of this Conference. To those of us who have attended many of these annual sessions, they have all the earmarks of a practically functioning student democracy. And in these days when democracy is being assailed on many sides, it behooves those who believe in our form of government to make every effort to have it function.

The truth of this assumption is well demonstrated by certain of the facts brought out by the study of the American Youth Commission. This was their conclusion:

"The task of citizenship training seems at the moment to be the most pressing. The simple, tragic truth is becoming increasingly clear—we have not educated youth for freedom and democracy. They regard democracy as an achievement won years ago and now handed to them on a silver platter, to be enjoyed without further effort. . . . No task at the moment appears more urgent than the thoroughgoing education of youth for freedom and democracy."

These are significant words, particularly for those in educational pursuits where the citizens of an immediate tomorrow are being trained. But here is definite evidence that democracy can work, that students themselves can make it work. Through student government programs such as these may they learn to make it work in the broad areas of the world outside of the academic portals.

¹The 1940 Conference was held on October 11 and 12, at the DuBois Undergraduate Center, DuBois, Pennsylvania.

²Homer P. Rainey, *How Fare American Youth?*, p. 173. New York: D. Appleton-Century Company, 1937.

"We are banded together for the common purpose of making our communities better through leisure time activities. We are working together to bring out the highest potentialities of our youth to give it a finer spiritual aspect. We know that there is no real democracy unless based upon the spiritual. After all, that is what America is resolved to preserve."—Judge John P. McGoorty.

An Activity Program in Debating

"IN AMERICA the trend toward an activity movement has grown to great proportions. Many school systems are attempting to embody some of the ideas and methods in their work. Some of these attempts are of doubtful educative value, and are injuring, rather than adding to, the movement¹.

Believing that educational activities include all kinds of action, physical, intellectual, and emotional, our English department sought for a just method of embodying the movement into our work. The students in our debating society proposed an interclass debate tournament, so organized as to foster initiative, creativeness, and self-expression as a means of development and individual growth on the part of the participants.

Learning by doing has been recognized for generations as a basic method in the acquisition of knowledge. Bronson Alcott, in 1827, observed at the end of his two years experience at Cheshire, "Whatever children do themselves is theirs, and beside the advancement of intellectual progress, this gives also an increase of intellectual power. Originality, at the same time that it marks progress, tends to produce strength, and ability to encounter more severe trials."

A student committee of three varsity debaters was selected to take charge of the tournament. They were advised to employ the principles of "activity," to avoid the mere repeating of what has been committed to memory, to cultivate the rational (thinking) capacity, and to help the individual participants in cooperative living.

An activity program should be based upon the interests of the students. Here it included practices in which the students planned the work and sought the approval of the principal before putting their plans into operation.

The committee sought the aid of the members of the Ciceronian Debating Society, and certain seniors, to participate as coaches and also as judges for the tournament. It determined upon the home rooms, 9A and 11B inclusive, each with a team of four members as the units for the program. This gave a working basis of thirty-eight teams,² one hundred and fifty-two debaters, thirty-eight coaches, and a committee of three. Meetings were held, and each coach was thoroughly

¹Twenty-third yearbook Vol. 1. Activity Movement.

²Sanborn & Harris Memoirs of Bronson Alcott (Roberts Bros.: Boston 1893 Vol. 1, p. 73)

³Thirty-eight was the figure for the school year 1935-36. This figure has grown to forty-two with the school year 1938-39.

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acquainted with his work and what was expected of him before the tournament opened.

The committee was given access to the schedule cards and assigned the debates to various English classes. A debate between two 9B home rooms was assigned to a 9B English class, and a debate between two 11A home rooms was assigned to an 11A English class.³ Judges (coaches whose teams were not debating that period) and coaches were assigned to the debate and excused from their regular classes for that period by the committee. The English class selected was the one containing the greatest number of the eight competing debaters. The English teacher of the class acted as the chairman of the debate. This was the only duty assigned any teacher during the tournament. The committee sought to prevent having the tournament add to the teacher-load and to keep the entire responsibility and direction of the activity in student hands.

The initial speeches were limited to three minutes; preparation for rebuttal to five minutes; and presentation of rebuttal to five minutes. This gave a total of thirty-three minutes for the debate to a forty-minute period.

BULLETIN TO CHAIRMAN OF DEBATE EMERSON HIGH SCHOOL TOURNAMENT SPONSORED BY CICERONIAN DEBATING SOCIETY AND THE ENGLISH DEPARTMENT

1. The time element is very important. A period contains sufficient time for a complete debate with but a few minutes to spare.
2. Check names of speakers before debate to insure correctness.
3. Give ballot sheets to judges.
4. If possible, send result of debate to room 106 no later than 3:30 of day of debate. This report should contain the names of the two outstanding speakers of the debate. (In your estimation.) From your recommendations the debate club members are selected.
5. Read question and call on speakers in following order:
 1. First speaker affirmative.
 2. First speaker negative.
 3. Second speaker affirmative.
 4. Second speaker negative.
 5. Third speaker affirmative.

6. Third speaker negative.
7. Five minutes for preparation of refutation.
8. Negative refutation.
9. Affirmative refutation.

6. Announce decision of judges.

Announce to group as you start debate:

Each speaker is allowed three minutes. There will be a warning rap fifteen seconds before the expiration of time.

There will be a five minute recess when the constructive speeches are over to permit preparation of the rebuttal.

Each refutation speaker will be permitted five minutes with a fifteen second warning rap.

SCORE SHEET FOR JUDGES

SCORING There are three items for each speaker. Judges' ratings for each item run from 0 to 10. A speaker having a perfect score will receive 10 for each item or a total of 30 points. Four perfect speeches would give a team a total of 120 points.

AFFIRMATIVE

	Matter	Form of Argument	Delivery	Total
First Speaker				
Second Speaker				
Third Speaker				
Rebuttal				

NEGATIVE

	Matter	Form of Argument	Delivery	Total
First Speaker				
Second Speaker				
Third Speaker				
Rebuttal				

Decision

The question for the preliminary debates was; Resolved: "That all homework be abolished and that school time be six hours daily in accordance with this change."⁵ For the semi-final and final debates the committee selected a new question, Resolved: "That all students be required to participate in some extra-curricular activity."⁵

⁴After the first round no debate was ever scheduled for a class that had already listened to a debate.

⁵Questions for the tournament for the school year 1935-36.

The thirty-eight teams were divided into two divisions: a junior group, embracing the 9A to 10A home rooms inclusive; and a senior group, embracing the 10B to 11B home rooms inclusive. The last two junior teams were scheduled to debate the new question in a junior assembly; the last two senior teams were scheduled for a senior assembly. Both winners met in the finals under the auspices of the Emerson Parent Teachers Association unit.

All through the tournament decisions were made by the committee. The faculty adviser of the debating society served as the adviser for the committee. We have here the development of the individual through a group enterprise that develops interests, meanings, and individual possibilities in a field of social significance.

The tournament created a homework consciousness on the part of both students and teachers, and a thorough spirit of cooperation throughout the institution. Interest was high, and the various strengths and weaknesses of each speaker were discussed by both students and teachers.

The attitude of the students participating in the tournament was excellent. Both speakers and listeners were deeply interested and enthusiastic. The greatest care had to be exercised, not to create interest and enthusiasm, but to keep it within its proper limits. In addition to this, the reaction of the parents, through personal contact and reported comments, was highly favorable.

MEANS USED TO CHECK THE GROWTH

- 1.—Observation of power and ability of students to hold attention, to convince, and to persuade listeners to accept their views.
- 2.—Judgment of principal, teachers, members of the debating society, and certain seniors.
- 3.—Reaction of children, of teachers, and of parents.

Too much reliance may easily be given to the teacher's judgment in evaluating the outcomes of an activity experiment. We have endeavored to avoid the situation of having the teacher's judgment as the only measure to evaluate growth.

We have now completed our fourth annual tournament and find that student interest has not waned. The members of the debating society and other students inquire weeks before the tournament opens just what they can do to help. Many students submit questions to the committee of three. Throughout the history of the tournament the resolutions used were always the product of student minds.

It may seem that we are empowering students with too much authority. This has been one criticism of teachers affected by the tournament. However, in following up each

(Continued on page 255)

Suggestions for Hoop Tourneys

HIGH school basketball tournaments, as they are conducted in the United States, are usually smoothly functioning affairs. They are run by men who know their business and mistakes are comparatively few. However, I feel that the following suggestions should prove helpful in correcting errors where such exist and make tournaments still more successful.

It seems to me that, especially in the less populous states, state tournaments should be conducted on the double elimination basis. This, of course, is impossible when a great many teams are entered, but in numerous states only eight quintets vie for honors, each representing one district. Double elimination is just as easy in such events as it is in the earlier sectional tournaments, in which that system is nearly always used.

Time after time I have seen the classiest team in the tourney put out early just because it happened to be a bit off form or because it was the victim of some freakish, lucky shooting on the part of the opposition, shooting that couldn't have been duplicated in a hundred years. When single elimination prevails, high school players are bundles of nerves. They know that in such an important event a couple of mistakes may cost them a victory. Under such circumstances they are apt to fumble the ball repeatedly. Because of that nervousness many state tournament games do not feature as good quality basketball as do minor events in which double elimination is practiced.

Comparatively little scouting is done in high school basketball circles. It is always problematical who plays in state hoop tournaments anyway because each team must qualify. Usually the state event follows sectional tournaments, with only a week intervening. What I am getting at is this: many teams face each other at state meets without even having seen the other in action. This, usually, is as fair to one as the other, of course, but better basketball is brought out and victory is more apt to go to the better team when styles of play are known. The double elimination system makes this possible for there are more games. If teams A and B meet, each has a chance to see and try to meet conditions. In the "sudden death" type of tourney one team, actually no better than the other, may run up an early insurmountable lead because its style is so different from that of any team its opponent has faced that year. Big leads at big tournaments almost insure victory. The loser is out of the tournament before it can draft measures to halt the at-

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tack. But usually, such measures can be drafted before a second meeting.

Some school authorities oppose the double elimination plan for economic reasons. There is always the possibility that the tournament may go over until Monday; thus the expense of two teams must be paid over the week end. But after all, the cost is little. It should be remembered that traveling expenses are no more on Monday or Tuesday than on Saturday and that only the cost of hotel rooms and meals must be borne. Often district tournaments in which the double elimination system is used go over until Monday night. And usually district meets are not as big money makers as state meets. So the expense argument seems rather weak.

There are not nearly so many cases of jitters on the part of players in double elimination meets as in the single type. This is because the young athletes know that if they slip once they still have another chance. They fight just as hard, but the first defeat is not so tragic because it doesn't end everything. Thus, they play better ball. I have seen dozens of state and district tournaments and have seen far better basketball in sectional than state meets. The reason seems obvious. Many players have told me they were so nervous in single elimination tourneys they could do nothing right for a whole quarter. One star prep school player of my acquaintance had such a bad case of the jitters in a state meet that his coach was forced to leave him on the bench throughout the entire event.

Undoubtedly a team of players with plenty of ego and with iron nerves can give their best when there is most at stake. They are "money players." But mighty few high school teams have players of that kind. Not only are they relatively green but they are young. Winning the tournament is all they have in mind, but sometimes they become so rattled they don't play their true games at all. They miss the home town cheering sections that are not ordinarily present at state tournaments. Often the floor is strange to them; so are the officials. When double elimination is used, they have time in which to get accustomed to things before they are put out of the running. Double elimination events, when they can be held, would come nearer determining the real champion; if a team loses twice, it doesn't deserve to win the title.

A certain district tournament comes to mind as I write. Team A was off form in its first tilt and lost. In the second game it was within ten seconds of elimination. But with the score standing 35 to 34 against team A, one of its players shot a field goal. The margin of victory was one point, 36 to 35. Team A went on and won the championship of the state. But suppose the district tournament had used the single elimination system. Team A would have been eliminated because of one bad night. In the state meet the quintet had no bad nights and won every game—had to because single elimination was employed. There was a deserving state champion that under single elimination would not even have won its district crown. Many similar experiences could be related by coaches everywhere.

In many states there is only one state tournament held. By that I mean, no separate tourney for Class A and for Class B. The system followed is to have district A and B tournaments. Then the A titleholder plays the B champion ONE GAME to determine which represents that section in the state meet. This one game business is, I think, a sad mistake. A series should be staged—two out of three games. Such a series would largely eliminate freakish luck and establish the real champion. The double elimination system, if you will.

Did you ever stop to think how much hinges on that one game? All season long the A and B teams play game after game in preparation for their respective tourneys. These events are usually conducted on the double elimination basis. Then, in the play-off everything is staked on one single solitary game.

Usually, in such playoffs the better team wins. But not always. The better team, however, would practically always capture a series such as is played, for instance, between the northern and southern division champions of the Pacific coast conference. No one game stuff there! You don't see the world championship decided in baseball by a single game between the American and National League titleholders, either. A series is played.

Referees for hoop tourneys cannot be too carefully chosen. Not only should they be efficient, but they should be absolutely impartial. While most all officials are perfectly fair, it is a good plan to go out of the district for district tournament referees and out of the state for state meet referees. Even though referees brought in from far away may be no better or fairer, the psychology of the thing is better. Then there can be no complaints of bias, at least.

States possessing thinly populated mountain areas have a basketball problem of their own with respect to state tournaments. Such areas

usually have weak teams. Some great quintets have come out of the "backwoods" but not many of them. Yet these isolated districts have as good a right to send their champions to compete in state tournaments as do any others, and, of course, do so. Yet they are inclined to spoil the tournaments because they are mere set-ups for the strong teams, providing almost no competition at all. The other teams have power but in these sparsely-settled districts towns are very small, and good teams are seldom developed. Competition among the mountain teams is poor and they are far below the standards set by their state tournament competitors.

One western state solved the problem by including these weak sections with stronger ones, reducing the number of state tournament teams but producing a far better meet with closer games and snappier competition. There is no reason why the same plan cannot be used elsewhere. The weak teams take part in district meets, of course, for they have a perfect right to do so, but they do not win unless they really have something, which is not often the case.

A most annoying omission from many gymnasiums is loud gongs. Some timers are provided with weak, tinny gongs that can never be heard above the roar of the crowd. Good loud gongs constitute an important part of gymnasium equipment. Some timers are not sufficiently careful to sound the gongs at the right time. I have seen them announce a substitution at most inappropriate junctures and even when the other team had the ball in a position to score.

Sportsmanship is a wonderful thing and it should be encouraged among boys, but sometimes school officials go too far in this direction. One of the most brutal things I ever witnessed was the required personal presentation of the championship cup to the captain of the winning team by the captain of the losing team immediately upon completion of play in the finals of a state tournament. That sort of thing is sheer brutality. The game was exceedingly close, being decided by a few points, in fact. That was rubbing it in. Bad enough it was to taste defeat in a brilliant, hard fought battle; it was worse for the losing captain, still feeling the sting of heart-breaking defeat, to be forced to present the championship trophy to the victorious captain. It was carrying the sportsmanship angle a bit too far.

At some tournaments school bands invariably occupy the best seats in the gym. We all like music at our games, and the bands would be sorely missed. But thousands of paying adult spectators have been forced to take poor seats or even remain out of the gym because huge bands occupy so much

(Continued on page 256)

Reincarnation Through a Museum

IN THIS modern era of educational transition, a significant characteristic of procedure is the use of more concrete materials to supplement the verbalisms and other abstractions by which learning has traditionally been accomplished. The tendency among enlightened educators has been to demonstrate that much socially valuable knowledge is attained intuitively through experiences with tangible realities, knowledge effectively learned and used wholly or largely without the use of language. It appears, indeed, that learning, in the organismic sense, is often intuitive and non-verbal, even among persons favorably endowed with the special aspect of intelligence necessary for perceiving and employing abstract concepts.

To develop these "undifferentiated competencies" as Professor Judd calls them, it is suggested that school museums be established for the express purpose of stimulating the creative efforts of the whole child. Such museums would implement all the activities which lead to the skills, attitudes, habits that the school attempts to inculcate in the child. Since public education is a social function, the school museum would become a focal point for the development of cooperative association among children which would lead to the growth of social concomitants so necessary for the children in this disintegrated world.

What should be the component elements of a school museum? It is evident that available space must be set aside to house it. Furthermore it would be advantageous to locate such a museum adjacent to the library for obvious reasons. In this room delegated for use as a school museum should be placed exhibition tables and showcases. Scattered about the room should be several work tables equipped with tools and materials to afford the boys and girls an opportunity to give vent to their imagination in creative activity. The walls of this room should be utilized for exhibiting artistic creations produced by the children.

Such school museums would limit their exhibitory materials to children's creative efforts with the exception of such basic realia loaned from outside museums that would become aspects of teaching and learning. The exhibition of one set of realia would not become permanent, but would be constantly changed to supply children with wants, needs, and urges to do things by themselves and for themselves. These changing exhibitions, it is believed, would stimulate the desire to do, to make, to create. Public exhibitions of the

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completed projects would be gratifying to the children and would stimulate not only those who have contributed toward their preparation, but also those children who have given only perfunctory attention to these activities. It is hoped that these latter will be inspired to create exhibition material and thus arouse themselves from the lethargy into which they had fallen.

To become a vital factor in the life of the child, the school museum must establish a coordinating link with the library. This can readily be accomplished by tempting the children with books, magazines and pamphlets which pertain to the varied projects they have started or are completing. An example of such coordination is being demonstrated by Miss Eaton at the Lincoln School. She has established the school museum next to the library and has at all times books, magazines, and pamphlets on display which deal with the activities the children are engaged in. Literature pertinent to the particular exhibits is included with attractive notices informing the pupils that the library will supply any information necessary to induce creative effort.

Probably the most important function performed by the school museum, if it were properly equipped, would be to integrate the work of the entire school. In such a museum the child would discover objects that he might touch, handle, manipulate. Here history would become a living subject, because at hand would be tools and materials to construct miniature viking boats bristling with swords and spears. Here Indian life would become real, because bows and arrows could be made—arrows with genuine arrow heads found in the surrounding fields and woods. Here Jane could really design and make with her own hands that very dress which Queen Elizabeth wore when she welcomed such gallant nobles as Drake and Raleigh. Here Johnnie could build a suit of armor, from cardboard if you please, but still a suit of armor coated with aluminum paint which would transform him into an Ivanhoe or a Sir Lancelot. Here would be stimulated interest, such interest that bell interruptions for dismissal from school would go unheeded.

But this is not all that the properly organized school museum would have to offer. Many industrial and business firms are ready

and willing to cooperate with the schools in bringing to the attention of the children the larger vistas of industry by setting up exhibitions. Jane and Johnnie would walk into the school museum one day and would be invited to take a trip through a bakery, or a printing plant, or a department store where they would find their contemporaries in the positions occupied by adults in the outer world. Such experiences would bring to the children a "Weltanschauung" which would give life and meaning to the printed words in the textbooks studied during the regular classroom periods. Thus by establishing numerous and various exhibits, by making the child the prime factor in stimulating him to engage in purposeful activity, by making the child aware that in the school museum he is able to put to practical use the skills and knowledges he has gained in the classroom, the school museum would become the integrating center of all school activity.

And the school, of necessity, becomes the best place where such a museum should be located. It is a fine workshop because it possesses the tools and the proper supervision. In it the child spends the greater part of the day, and finally the school provides the proper setting, occasion, and means to socialize learning experiences. In the words of Dr. Duff, "The new children's museum will contribute to the future when it encourages creative activities by displaying prominently what children have made. It will conserve good things from the past, but it will acknowledge the present and emphasize the glories potential in a future designed and created out of the best of the past and the present added to something better and something new."

In conclusion the writer expresses the hope that municipal Boards of Education will provide sufficient funds for the establishment and maintenance of school museums fully equipped in every school; so that children may be given an opportunity to develop the following attributes of character and citizenship:

1. To work cooperatively in groups on any single project.
2. To obviate any competition that results in arousing such emotions as jealousy or intolerance.
3. To become conditioned to the social group and to devote oneself to the best interests of the group.
4. To absorb a respect for lawful procedures in attempting to gain benefits and concessions for the individual and the group.
5. To subordinate all selfish desire for self-glorification and to find satisfaction in the success of the social group.

1. John C. Duff, *Improving On Barnum, Nations School*, Vol. 14, No. 5, November, 1934, P. 32.

6. To acquire an adequate knowledge of the use of tools and materials by working with them in a creative capacity.

7. To broaden one's horizon to include the entire world into the social community.

8. To perceive man's upward struggle toward a civilization which will free him from bestial and destructive wars and which will inspire him to create a world wherein he may enjoy peace and contentment.

9. To arouse a desire in one to improve the health of the community by working for a scientifically systematic prevention of disease.

10. To arouse a desire for a spiritual communion with the Creator by observing and understanding his wondrous works.

Bank Accounts for Seniors

JANET ZORN

*Dundee High School,
Dundee, Michigan*

DO YOU have difficulty in saving money and does it slip through your fingers like water? If it does just follow the example of the seniors at Dundee High. Our class has always been active in inaugurating new ideas, and this year we've done it again. The latest innovation is individual bank accounts for seniors. It was planned to provide the seniors with an account in which they could start saving money to meet the many expenses which occur throughout the school year. It's not the complicated process you might think it is; it is really very simple.

When a student has a little extra money, even if it is a nickel or dime, he merely has to turn it in at the school office where it is recorded and deposited in the school vault. Each student has his own passbook to record his deposits and withdrawals. Anyone may withdraw his money at any time.

At the close of the day all the deposits of the members of the class are taken to the bank and deposited. This method saves the student time and trouble, and the bank benefits by handling the money in a lump sum instead of each person's separate deposit.

The seniors are very enthusiastic about this new opportunity. It is helping the class to save for the trip the class is planning to make this spring—a trip to Washington or to Niagara Falls.

"Always do right. This will gratify some people and astonish the rest."—Mark Twain.

"Books, lighthouses erected in the great sea of time."—Whipple.

All School Assembly

FEBRUARY, more than any other month in the year, is suggestive of special day programs. Too often these programs are planned hurriedly and presented poorly. A great birthday in American history—in fact, any special day—has worthy reason for being recognized as such, and thereby merits sincere thought and effort in any program planned for its observance.

To make these special programs most effective in molding civic consciousness the significant factors of each day should be so brought forward that each individual performer is strongly impressed. To accomplish this, the student must be encouraged to learn the facts which make the day significant. Young people are quick to catch the spirit of the times in which great events have occurred. Once having caught this spirit, it is a short step to a sympathetic understanding of the aspirations, customs, and activities of the people who lived during these times. A lesson for today is gained by such an understanding, and the student is eager to assist in the perpetuation of those significant factors which have enabled these special days to stand the test of time.

February's two outstanding American birthdays are rich in suggestions for program material which should inspire and encourage us as we are confronted with the uncertain conditions of today. Such programs need not preach or moralize. They need not, and should not, be the mere repetition of a lesson in history. They should be vital and stimulating. They can be made so, once the leader and the student make a thorough and sincere study, then proceed to connect this study with one of our present situations and put the comparable factors into a form by which they can be presented as entertainment.

A novel and original program may be made by dividing special days into five groups, appointing a chairman for each group, then having a "recognition" assembly for that chairman whose students have given the most educative and amusing entertainment for the special group of days which they have been called upon to represent.

Since some of these groups might prove more popular than others—this because of audience appeal and the lack of obvious ideas for entertainment—the potential chairman should draw subjects. After all, it will be found that, more often than not, the successful working out of a program depends more upon the resourcefulness and the creative ability of the chairman and his helpers than upon the theme or subject.

MARY M. BAIR

Director of School and Community Drama. Service, Bureau of Information, University of Kansas, Lawrence, Kansas.

The five groups from which the above mentioned drawings may be made may be designated as follows: religious, patriotic, topical, institutional, and organization. The religious days would include Easter, Christmas, Thanksgiving and the various denominational days.

Patriotic—Independence Day, Washington's and Lincoln's birthdays, Memorial Day, Armistice Day, Flag Day and numerous others.

Topical—Labor Day, Arbor Day, Mother's Day, and May Day.

Institutional Days—Founders Day, Home-Coming Day, Commencement, Etc.

Organization Days—Child Welfare Day, Book Day, and others which are sponsored by different agencies.

The general chairman should bear in mind the fact that one program or a series of programs following the above mentioned general theme is in no way a seasonal one. It should stress no certain day, but rather it should stress each group wherein the various days are classified. It will be found that each group can claim many more special days than those mentioned here. As students are assigned to a group they should search till they find each day which is in any way relative to the unit upon which they are working. Then, with the aid of their chairman, portray the significance of these days in play, pantomime, story, song, or pageant.

The outstanding objectives and values in extra-curricular activities, if demonstrated to show how they conform in aiding the advancement of the cardinal principles of secondary education, would provide endless entertainment material. Here are a few suggestions to use as a beginning, but as these are incorporated into your program, develop them in such a way that both school and community will realize and appreciate the close relationship between the extra-curricular activity and ethical character, citizenship, health, worthy home membership, worthy use of leisure time, vocation and the command of fundamental process.

Each cardinal principle mentioned above may draw something of educative entertainment from nearly every group actively engaged in an extra-curricular activity. Ethical

character is learned only by doing; therefore a practical demonstration showing that which is being done by those who are doing, shows the audience the connection between the activity and the objective for which that activity was created. Take, for instance, the various school publications; the newspaper, handbook, yearbook, magazine, etc. and encourage members of the staff to demonstrate their contacts with one another and with the public. Note the valuable development of such personal qualities as tolerance, initiative, co-operation, and leadership in the student as he pursues his activities.

For a demonstration in citizenship, a scene from the student government in action will portray the effect of this miniature government upon the student as he not only learns to lead, but to follow intelligently, and so at last, to take his place in a world outside the school.

For the health objective, anyone of the athletic groups, domestic science, and health clubs should have interesting demonstrations to offer. A portrayal of worthwhile relationships within the school—a short dramatization, for instance—will bring out the idea of worthy home membership.

Certainly there is no more valuable way to the worthy use of leisure than through the school club. Each club will, no doubt, feel that its particular interest is the most valuable way with which to fill one's leisure hours. Encourage then, each club to demonstrate its interest via the assembly program. It is surprising to witness some of the interesting performances arranged by bird calls, hobby clubs, art crafts, and camera clubs.

The vocations, like the clubs, will each have its own offering to make. Within the journalism department alone there are so many concrete methods of procedure that the group must make a choice, if no more than the part of an assembly hour is allotted them.


For that part of the program which has to do with the fundamental processes, the first and perhaps the most closely related interest is dramatics. Here is a place for a demonstration in memory training, in effective written expression, and in that of enunciation and pronunciation.

"Humor has justly been regarded as the finest perfection of poetic genius."—*Carlyle*.

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Some Facts About Participation in Extra-Curricular Activities

(Continued from page 223)

participated in three or more extra-curricular activities, while 78 per cent participated in no more than one.

8. 48 per cent of the students above the median in both intelligence quotient and average personality quotient participated in three or more extra-curricular activities, while only 34 per cent participated in no more than one.

9. 42 per cent of the students below the median in intelligence quotient but above the median in average personality quotient participated in three or more extra-curricular activities, and approximately the same number participated in no more than one.

10. 18 per cent of the students above the median in intelligence quotient but below the median in average personality quotient participated in three or more extra-curricular activities, while 77 per cent participated in no more than one.

11. 11 per cent of the students below the median in both intelligence quotient and average personality quotient participated in three or more extra-curricular activities, while 78 per cent participated in no more than one.

CONCLUSIONS

1. Under present conditions, extra-curricular activities are not reaching enough students. However, some students may be allowed to participate in too many activities.

2. There is no evidence to indicate that all students with any particular characteristics are being neglected entirely.

3. The ratio of difference between participation in three or more extra-curricular activities and participation in no more than one activity for students who are above the median in intelligence quotient but below the median in average personality quotient seems to be very large. Apparently under present conditions activity programs are failing to reach a particular group of students who are potentially well able to profit by participation.

4. There seems to be evidence which indicates that the relationship between the average personality quotient and participation in extra-curricular activities and any of the that found to exist between participation in extra-curricular activities than any of the other factors studied. This may mean that participation in extra-curricular activities improves the chances of a student's making a high personality quotient rating, or that students with a high personality quotient rating are not too timid to participate. Consequently, the need for further research is indicated.

"The weapons with which the Spartans exercised were twice the weight of those they used in battle."

For the February Party

God Bless America!

To boast or not to boast: that is the question. According to the etiquette-ticians, boasting is not permissible in good society. But one kind of boasting is being done in very good society these days—which none of the Posts, Eichlers, or Clarks and Quigleys dare condemn. This is a patriotic, all-American boasting. Increasing evidences of it appear everywhere: in songs, toys, foods, fashions and even parties, particularly February parties recognized as one of America's patriotic months because of Abe and George. Let me describe a suitable party for a patriotic occasion.

Decorations are in part provided by guests who appear by request in reds, whites, and blues. Committees in charge create an atmosphere of early American days, with their powdered wigs, shining buckles, laces, ribbons, velvet breeches, and bouffant skirts, all so characteristic of colonial costumes.

In a conspicuous part of the room, on a raised platform or small stage, antiques are assembled to suggest the hospitality of American homes. From this setting, announcements are made, prizes presented, songs led, and contests held. A fireplace ideally becomes the point of interest, for candles may be placed on the mantelpiece to reflect in the mirror overhead, while embers warmly glow in the hearth. Off to one side, a tea table with pewter appointments provides the serving center for refreshments.

Soft candle light supplemented by subdued electric lights, along with the costumes and setting just described, eliminate the necessity for additional ceiling effects or bizarre banners of hip-hip-hooray red, white, and blue. The stage is set. The play begins.

1. A minuet introduces the activities for the evening. It may first be presented as an exhibition number by a trained group which later instructs other guests as they join in.

2. Old fashioned games play an important part in this celebration, with Farmer-in-the-Dell, Drop the Handkerchief, and Musical Chairs numbered among them.

3. A spelling bee in which American cities, famous people, or American products are spelled out gives added zest when two lines of spellers facing each other with letters of the alphabet printed on small cards, dash to the end of the line to form the word called out. The side spelling the word first, with every letter holder in correct position, deserves to win. Score is kept and the winning side presented with hot dog sandwiches.

EDNA VON BERGE

Kiser High School, Dayton, Ohio

4. Numerous games allow for a select group, or all those assembled to participate in either Prof. Quizz or pencil-and-paper fashion.

a. Players guess the names of American songs as they are played, those of both the past and the present being selected.

b. Dates are read. Guests identify them historically, maybe!

c. States are read. Players specify the capitol of each—that is, some of them will.

d. The last names of famous Americans set guests to thinking of the first names.

e. Names of objects, people, or places are read off. Players tell, if they can, what city is famous for those objects, persons, or places.

Tires—Akron.

Airplanes—Dayton.

U. S. Presidents—Ohio.

Hyde Park—F. D. R.

h. Guests are asked to name all the presidents of the United States—maybe they'll get them in the right order, probably not.

A good leader carries guests through the years by leading in the singing of such songs as Yankee Doodle, Way Down South in Dixie, Alice Blue Gown, and ending up with God Bless America.

As for refreshments! Angel food cakes topped with red cocoanut and served on blue lace paper doilies are accompanied by red cider punch. And what could be more fitting and proper as favors than red peppermint stick candy tied with perky blue ribbon bows?

From start to finish, guests are boasting of their American heritage, their American past and present. So, to boast at such a party as this is not the question—it is *the thing!*

Flying High

Don't expect sweethearts to swing along normally, keeping down to earth on Valentine's Day. Hearts take tail spins, spirits soar, and feet feel literally winged. Let them fly at this *Flying High* dance.

Set the stage for the party players with realistic effects that are easily and inexpensively attained. Print ticket invitations in red on stiff white, heart-shaped paper thus:

Let uniformed attendants present passen-

gers with heart-shaped passports (programs), at the entrance of the plane. Characteristic,



humorous, magazine or comic-strip illustrations will serve for the required passport picture. There will be a personal description, too.

Eyes—Laughing, crossed, green, cats, or mere slits, etc.

Nose—Nosey, built for snooping, a hump, Grecian, supposed to be straight, in the middle of the face, or etc.

Scars—Missing, misplaced, wrinkles from too much smiling, etc.

The last sheet of this passport becomes the dance program with the dances named and numbered as suggested.

- | | |
|--------------|-------------------------|
| 1. Take-off | 7. Pilot |
| 2. Glide | 8. OHHHHHHHH! |
| 3. Baggage | 9. Sweetheart flip-flop |
| 4. Flight | 10. Parachute jump |
| 5. Tail Spin | 11. Landing |
| 6. Nose Dive | 12. Bang |

Stack labeled suitcases at the plane entrance for added atmosphere. Passengers alight by stepping across a plane plank which may be nothing more than the borrowed gym spring board. Let stewardesses rush arrivals to seats lined up plane fashion perpendicular, not parallel to the wall. Goggles for the flight may be presented as favors.

One large red and white plane suspended from a center light and illuminated by a bright spot, or smaller planes at intervals, provide ceiling decorations. A spot light draws attention to the course, marked on a huge heart at one end of the room.

At the close of the final dance, music ends with a crash-bang, committee members turn over the chairs, lights go out and a pilot calls out, "Keep calm. There is no danger. Take your turn and don't rush—this way out please." A window frame placed in the doorway at a decided tilt provides a safe exit for the passengers to climb through and safely out of the plane.

Cupid's Capers

(For this party description, the author is indebted to M. Louise C. Hastings, Dorchester, Mass.)

Working in couples, guests write a list of famous lovers in a given time. To illustrate: Romeo and Juliet, David Copperfield and Agnes (or Dora).

WILL YOU BE MY VALENTINE?

Partners are chosen to line up on opposite sides of the room facing each other. Blindfold all the boys lined up on one side of the room. Place a valentine on the floor in front of each boy. As each boy bends down to pick up his valentine, turn him around three times and face him towards his partner. He is to present her with the valentine, finding her by her voice. As soon as all the boys are ready, each partner begins to "coo," thus drawing the boy by her voice. It is a good plan to have each couple practice "cooing" beforehand, so that the boy will recognize the voice of his partner.

FAMOUS LOVERS IN TABLEAUX

Guests are divided into two sides. One will act while the other appreciates. With a property box ready with clothes, ribbons, scarfs, sashes, hats, and similar paraphernalia, each side presents tableaux of Famous Lovers in literature and history. Time is saved and action is more smooth running if the two leaders are chosen in advance, so that the tableaux are already selected.

ALPHABETICAL LOVE

With paper and pencil in hand, each guest, group, or couple, writes an alphabetical love story to be read aloud. A time limit is set. Each word in the story begins with a letter of the alphabet in the order which it normally appears, in this fashion:—Alice Baldwin called David Evans from going hunting in July.etc.

SWEETS FOR THE SWEET

Serving of refreshments is simplified if the sweethearts at the party assist in various ways. Captains choose couples for a committee, with one group serving in the kitchen, while the other group prepares the tables with valentine accessories.

Refreshments, following the traditional red and white color scheme, may be: raspberry sherbet or ice cream with dainty, heart-shaped, frosted cakes or cookies; or cherry jello in heart-shaped molds, combined with beaten egg whites or whipped cream, when the jello has cooled to the syrup stage. Serve this on a lettuce bed, bordered with a mixture of cream cheese, marachino cherries and nuts, accompanied by heart-shaped water cress sandwiches.

News Notes and Comments

February Front Cover

1. Junior High School, Grand Rapids, Michigan, on a Saturday bicycle hike.
2. Biology Club exhibit at Idabel High School, Idabel, Oklahoma.
3. Exhibit showing the results of a museum exchange by the Kiamichi Club of Idabel High School, Idabel, Oklahoma.

High school students of Ladysmith, Wisconsin, under the sponsorship of E. M. Dahlberg, instructor in biology, are cultivating a forest as a school memorial. In 1936 the senior class purchased 40 acres, and boys in the classes in biology planted the entire tract to pines and spruces. Other graduating classes have purchased 120 additional acres. By June, 1940, 90 of the total 160 acres had been planted. The tract is on a federal highway five miles from the school. With a crew of 60 boys working in squads of three. Mr. Dahlberg estimates, 2000 trees may be planted in an hour. During the last two years, boys in the agriculture classes have joined the young workers from the biology classes. Adjoining the high school department of agriculture, several blocks from the school, are the seedling nurseries. A gift in 1937 of 25,000 white-pine seedlings from a Civilian Conservation Corps camp, which could make no provision for their planting, helped greatly with the supply, though seedlings can be obtained from the state conservation department for little more than the cost of express charges.—(In the *Bulletin of the American Youth Commission*.)

Help! Help!

The Robert Driscoll Junior School of Corpus Christi, Texas, is considering the adoption of a "point system" in connection with its extra-curricular program. The sponsors would like to have copies of, or information concerning, these plans in other similar schools. Won't you send them a copy of yours, or explain it? Thanks.

Three *Studies* on the use of motion pictures in the classroom, ranging from interpretation of films in social science courses to the outlining of methods for darkening a classroom, have been published recently by the Committee on Motion Pictures in Education of the American Council on Education. They are the first of a series to be published by the Motion Picture Project following its three-

year program of evaluation of educational films. Findings have been obtained in demonstration centers established at Tower Hill School, Wilmington, Delaware; The Central College, University of Minnesota; and the public schools of Denver, Colorado, Santa Barbara, California, Minneapolis, Minnesota, Rochester, New York, and Pittsburgh, Pennsylvania.

We have a request for materials or ceremonies that may be used in the formal opening of assembly programs, both in the elementary and in the high school. If you use such an opening, won't you send a copy of it to Mr. E. L. McNeill, Superintendent of Schools, Cherokee, Oklahoma? Thanks.



Fourth Grade Service Council at Hood School, San Antonio, Texas

At the Grosse Pointe, Michigan, High School, the students' production of Thornton Wilder's *Our Town* is to be preserved in part by phonograph recordings which the young actors have been making under the direction of the sponsor, Donald Horton, of the faculty. The play, produced three evenings, used duplicate castings for the chief roles of George and Emily and it won the critical acclaim.—*The Education Digest*.

Correction

Due to typographical error the address of Expression Service, Norton, Kansas, was incorrectly given in the January number. Note the correct address as given in the advertisement on page 250.

No Student Fees

On the basis that education for children of school age shall be free, the legal representa-

tives for the San Francisco board of education have ruled that student fees are illegal. This affects the practices with reference to laboratory materials, locker keys, band instruments and many areas of extra-curricular service.—*School Executive*, January, 1941.

Hobby Leaders

"Science Hobbies, a Teachers' Guide for Junior High Schools" is the name of an excellent booklet issued by the Los Angeles, Calif., City School District. (Publication No. 328.) All types of science hobbies from gardening to taxidermy, from photography to astronomy, and also making collections and models, keeping weather charts and reading science literature—practical information and general help on nearly 100 hobbies crowded into this pamphlet.

Vote of Confidence

Eighty-five per cent of the American people, according to an American Youth Commission sample survey, believe that public education in the United States has shown improvement, while only six per cent are of the opinion that it is poorer than when they went to school.—*School Executive*.

School Activities readers are invited to send in action photographs showing students at work on group activity projects.

For All

A chart, 19 by 22 inches in size, giving the dimensions of courts and fields used for football, basketball, hockey, tennis, baseball, six-man football, ping pong, softball and a long list of other popular sports and activities may be had by writing to Lowe & Campbell Athletic Goods Company, 1509 Baltimore Avenue, Kansas City, Mo.

An At-Home Party

BETTY PIERCE

*Kewanee High School Senior,
Kewanee, Illinois*

VERY often high school students receive a rather distorted picture of college life and studies through the influence of the movies, books and radio. With this in mind, the Kewanee high school faculty sponsored an "At-Home Party" during the Christmas holidays to which were invited all graduates attending college and all high school Seniors who are planning to further their education

after high school. Here the seniors were given an opportunity to talk to students of many different colleges and universities and to gain a broader understanding of what the real college is like. After a varied program, of interest to both alumni and K.H.S. students, the graduates separated into groups depending upon their year of graduation from high school and selected representatives from each group. These representatives talked to those present telling them about the studies and the social life at their respective schools, thus giving the seniors a small picture of college life in actuality. Many points brought out by these representatives proved not only of interest to the students planning to attend college, but also to those already firmly established as "collegiates." Consequently, both the seniors and the graduates themselves derived a benefit from the party in that they were able to compare their own school activities with those of other schools.

"When only rights are remembered and duties are forgotten, decadence sets in."—*Bowman*.

He who puts all he has into his work usually succeeds—because he has little competition.

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Questions from the Floor

BY THE EDITOR

● *How should the class sponsor be selected?—Ivy C. Gauntt, Maud, Texas.*

This is a good question, and one that is frequently raised. Hence, because it is vital, and also because it involves consideration of types of sponsorship as well as methods of selection, we shall answer it at some length.

In general, class sponsorship may be either temporary (it is, or may be, changed each semester or year) or permanent (it is unchanged throughout the school life of the class).

The main advantages of the temporary plan are that it allows for an early change in case all does not go smoothly, and, more important, it provides opportunities for sponsors to specialize and become expert, on the basis of personal qualifications and interests, in the affairs and activities of any one school year or class. The main disadvantage is that it does not, or at least may not, provide sufficient opportunity for the sponsor to become intimately acquainted with all the members of her group.

Conversely, the main advantage of the permanent plan is that in it the sponsor learns to know intimately each student in her group and thus has the basis for doing a good job of guidance. The main disadvantage is that, because her sponsorship spreads throughout the four years, say, she does not specialize or become particularly competent in the affairs and activities of any one year or class.

Which of these two plans is the better? This is a question which cannot be answered authoritatively at the present time. Probably, for that matter, it can never be answered in exactly the same way for all school settings. Obviously, both plans have significant advantages and disadvantages.

There are three commonly used methods by which a teacher becomes a class sponsor—(1) by vote of the class; (2) automatically, on the basis of some traditional procedure or organization; (3) appointment by the principal. A brief discussion will show the relative merits of these three plans.

I. Election by the Class. The arguments used to justify this plan are: (1) the class has a right to say with whom it wants to work; (2) this is the democratic method of doing things; (3) a class-elected sponsor will feel honored and so be more enthusiastic about her job; and, (4) there will be less friction between the class and the sponsor;

The arguments against the plan are: (1) it does not guarantee competency in class af-

fairs. Sponsors may be, and doubtless often are, elected on other bases than qualifications and competency; (2) such a sponsor will feel an obligation to the class that may result in friction between it and other classes, the faculty, or the administration; (3) in case more than one class desires the same sponsor the matter will have to be decided by some higher authority, and the losing class will have to make a second choice—a situation that is not conducive to the mental and emotional happiness of sponsor or students; and (4) the students have no more right to select a sponsor than they have the right to select teachers for the staff; this is a function of the administration.

II. Automatic Selection. It is easy to see how in some instances this method of selecting a class sponsor might be justifiable. For instance, an established tradition or procedure, provided it is based on competency, whereby the guidance teacher or dean automatically becomes sponsor of the freshman class, say, may have ample justification. So, also, as was indicated above, where it provides for specialized sponsorship for the various classes.

However, such traditions that an English teacher, say, becomes sponsor of the freshman class, a science teacher, the sophomore class, is unjustifiable. Nor is it any more sensible to have a tradition that certain classes shall have men, and other classes, women sponsors. About the least sensible of these arrangements is that in which the oldest teacher—in point of service—automatically becomes sponsor of the senior (or other) class, and the youngest becomes sponsor of the freshman (or other) group.

III. Appointment by the Principal. This plan appears to have more to commend it than any of the others. It avoids all of the possible difficulties of conflict in elections, and makes the sponsor directly responsible to the administration instead of to the class. Further, the principal is usually in a better position to see the problem of class organization and relationships as a whole, and so is better able to fit the various part together in a coordinated, smooth-working program. Finally, he is responsible for this class program and hence should have a very direct and vital connection with it.

In general we should favor the appointment of class sponsors by the chief administrative officer of the school, upon the recommendations of the dean or deans if there are such. And we should favor a plan whereby the faculty, on the basis of local conditions, decides

between the temporary and the permanent plans of class sponsorship.

● *Is it a good practice to rotate home room officers more than once a semester, in order to give more students a chance to participate in leading a group?*—A. A. Cardot, Springfield, Missouri.

The answer to this question depends upon the purposes for which the home room is established, and, to some extent, upon the type of material utilized in the attainment of these objectives.

Generally speaking, it is no more reasonable to expect that all students will develop into group leaders than it is to expect that all of them will play football, sing in the chorus, write for the newspaper, or act in the dramatic production. Some of them will do these easily and naturally and with little encouragement, and these will probably require only additional technical training. Some of the students who apparently have little or no interest or ability may, through suitable encouragement and opportunity, "find themselves," and achieve success in group leadership. But there are others who do not belong in either of these two groups. And while one purpose of the home room is to discover and develop leaders, yet at the same time, it is reasonable that efforts and time used in this direction may be wasted. There is a point of diminishing returns. There are but few leaders; there are many followers, and these must not be forgotten.

Further, a frequent change of officers will handicap the development of a substantial, progressive, and coordinated program of home room activities. It is our humble opinion that, normally, home room officers should be elected for a full semester, probably not for a longer term. Of course, they may be re-elected.

● *We have no student participation in school government at all. Would it be wise to attempt it in my own senior home room?*—Charles F. Lewis, Zebulon, North Carolina.

It would, most certainly. In fact this is probably the best place in which to start it. It is true that these seniors will be out of school shortly, and the job will have to be done over again, but it is also true that any such attempt will arouse curiosity and center the attention of the school upon the possibilities of participation. Ultimately a student council should result.

Too many schools begin their councils by copying a plan from some book or imitating one of another school, writing and adopting a constitution, electing members, and then—wondering what to do next. This is thoroughly

illogical. The job first and then the organization to do it, is better than the reverse. This get-it-going-quick type of council promotion usually results in failure, and in cases where it does not, the council struggles along under all sorts of difficulties and troubles. Democracy cannot be thrown on like a coat. It must be grown into. And this is a terribly slow process.

Some school people prefer to begin at the bottom with the freshmen and gradually, through them, develop the participation idea. This has the advantages of a three or four-year look ahead with the same students, and the necessary simplicity of program. However, it has the significant handicaps of immaturity and lack of school experience, and usually an unfavorable attitude towards the whole plan on the part of the older students.

Once a simple and democratic home room plan is initiated, organized, and promoted by the older and more mature students, the demand for similar organizations will soon spread to other senior rooms, and then, naturally enough, to junior, sophomore, and even to freshman groups. From these the idea will spread out just as naturally and easily to the school as a unit, and the stage is propitiously set for the appearance of the school council.

"Plan carefully, go slow, and don't expect too much," is a justifiable slogan in student council work.

● *In a community where the children have a number of activities outside of school, is an activity program justified merely for the pur-*

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pose of keeping up "school spirit?"—Russell E. Manley, Fort Leavenworth, Kansas.

We doubt if any activity, except such more or less promoters as pep parades, programs, meetings, etc., can be justified merely for the purpose of keeping up school spirit. Obviously, a school which offers an attractive array of intriguing activities is certain to have this mysterious school spirit; the pupil is bound to be proud of his school. And, of course, this feeling is essential to good school morale. There can be no really good school without it. But it is more of the form of an indirect, though a very important, contribution of the program rather than a consciously sought-for outcome.

If a community provides a program of out-of-school activities that is as attractive and intriguing, as well organized, promoted, and supervised, and as successful as that of the school, then there is little justification for the school program. But we doubt if there is such a program in any community, anywhere. Civic, recreational, music, religious, welfare and other fine community organizations provide some settings, yet all of these together probably do not offer opportunities for ALL of the pupils; nor do they offer them in such a compact "package" as the school does; nor are they capitalized and coordinated as they are in the school. In short, the school—any school—can do a much better job of all-round social education than can the community.

● What part can the school nurse take in the planning of the ECA program?—Vivian Shaw, Atlanta, Georgia.

We can think of a number of things which the school nurse might originate, promote, or participate in. For instance, she could promote (1) safety and first aid exhibits, demonstrations, patrols, contests, assembly and home room programs, and drives and campaigns; (2) school clubs, such as Safety First, First Aid, Health, Home Nursing, and Public Health; (3) the acquisition of suitable books, charts, magazines, exhibits, and other material for the library, give it publicity, and encourage its use; (4) acquisition or development and the use of a school first-aid kit or medicine cabinet; (5) the establishment of a hospital room and equipment for the school; (6) a study of illness and accidents in the school and community; and (7) a study of healthful food, clothing, and habits. Too, she could, through school publications, exhibits, and programs, acquaint the students with the work of the national and local health service associations and organization. In fact, the extent of the nurse's possibilities of participation in the extra-curricular program of the school is amazing.

● To what extent should students be taken out of classes for extra-curricular activities?—Mabel Bailey, Scottsboro, Alabama.

Except (1) under the most unusual circumstances—and these should be rare, and (2) where the activity really makes a direct contribution to the work of the class, to NO extent.

The teacher of a certain subject has a right to expect that the students will be in that class for the full time scheduled, and taking these students out for activities not only handicaps the teacher in her work, but also places an extra burden on the students themselves. Naturally, a teacher whose students are frequently absent on extra-curricular pursuits is not likely to take a good attitude towards these activities. And she shouldn't be expected to.

As we have said before, it is no more logical to take students from classes in order that they may practice athletics or music, rehearse a play, get out a newspaper, or participate in other activities than it is to take them out of these regularly scheduled activities in order that they might attend curricular classes. The time scheduled for each subject and activity should be held inviolable.

● There seems to be a definite trend against honor rolls for scholarship. Is this also true of honor societies?—Albert L. Isaac, Miami, Florida.

No. There are more honor societies in American schools today than ever, and, too, there are probably almost as many scholastic honor rolls as ever before.

The great emphasis in recent years upon other phases of education—physical, social, spiritual, etc., and the incorporation of these into the ideals, purposes, and materials of education, has resulted in an increased number of honor societies with broader membership requirements than mere scholarship.



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However, in spite of the addition of these organizations, the scholastic honor roll is still retained in a great many schools. True, in many instances this roll was abolished when the broader honor society included scholarship as one of the qualifications for membership, but it is still with us.

There is still a place for an honor roll in the school, just as there is a place for letters in athletics, and for pins, certificates, and similar awards in other specialized activities. However, there is no place in a modern school for any award or recognition which stresses scholarship as the MAIN objective of the elementary or secondary school. Any more than there is a place for any reward or recognition which stresses excellence in football, dramatics, or music, as its MAIN objective. The main objective of the school is the development of citizenship, not scholarship or expertness in individual activities.

Seniors Produce Their Own Play

(Continued from page 228)

all its phases. The science club agreed to cooperate.

The film was smoothly incorporated into the play in the second act. This opened with the principal's questioning of various students concerning their school program. Finally, one

student suggested to the principal that they could show Mr. Cornell their school life better if they could show him the film the science club had produced. The principal happily agreed.

Rather than a post-film scene to conclude the play, the class decided the film should be interrupted by a short telephone conversation between the principal and the judge. Strategically following film scenes of the adult education industrial arts classes, the conversation implied that Edward Cornell was offered a part time manual labor job by the judge. Thus, the film, concluded the program.

For the three weeks that the play was in production, there was something of an undeclared moratorium on "school work." However, the faculty came to realize that the seniors were developing far more rapidly as a result of this activity than could possibly be expected in any class room situation.

The success of the program may well be summed up by the prevailing attitude of the seniors. "It was a lot of work, but I'm sort of sorry it's over."

Success does not come so much from sitting up nights, as it does from staying awake in the daytime.



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Teacher In-Service Training Program

VIRGINIA LYNN, *Torrington High School, Torrington, Wyoming*

The guidance program in Torrington High School as an organized program is less than two years old. One of the necessary things we had to accomplish before such a program could be worked out with any success at all was to acquaint teachers with guidance and to get them interested in pupil needs.

Our faculty members have had two years of the finest and most pleasant in-service training periods any group of fifteen people could hope to have. Four afternoons a week—Monday, Tuesday, Wednesday and Thursday—at 4:15. We make a bee-line to the home economics room, where a huge pot of coffee is percolating. Each person serves himself, washes his own cup, and once each week puts a dime on the platter to take care of the cost of coffee and cream. This is a relaxation half hour of the day. Here we discuss the happenings of the day, air our grievances, and make our plans. Everything is informal and very seldom will a teacher, including principal and superintendent, miss "Coffee Club." Out of these get togethers our guidance program committee was formed—a volunteer group—and this fall regular home room teacher meetings were instigated in order that we might exchange ideas and share experiences. These home room teachers meetings have helped a great deal in making our weekly forty-five minute home room program valuable and worthwhile.

We do have a regular planned teachers meeting once each month, but these meetings are always short and sweet. Our business has already been taken care of at "Coffee Club."

A Little Theatre for Activities

AUGUSTE REINHARD, *Peoria High School, Peoria, Illinois*

Although but little over two years old, the "Little Theatre" in Peoria High School has more than justified its existence by reason of usefulness to activities. Unique though it may be in a secondary school, this theatre's inception and its function in the activities program may point the way for others.

One hesitates to call this theatre a by-product, yet it did result from the library's moving into larger quarters. Here, then, was an outgrown room, for which the principal's vision anticipated a use. Under his leadership, by

combined effort of board of education, parents and teachers this room became a miniature theatre capable of seating eighty persons. Construction and seating expense was borne by the board of education. Much work of decoration, installation and minor equipment was done by shop teachers. Interested parents gave furniture and lamps.

In use, the theatre has made possible a visual aids program of great scope, and it is perhaps to the Visual Aids Club that it offers greatest opportunity, for through service to organizations and classes, members of that club secure practical experience. Almost daily, pictures appertaining to science, language, English, health—in fact to all departments of the school—are shown by student operators. Then, too, the Visual Aids Club holds here its regular meetings and its demonstrations of the practical side of visual aids.

For the Cue Club—freshman-sophomore dramatic club—too, it becomes a working laboratory by reason of the opportunities for student directing, managing, and staging. Rather than abstract talk about the theatre, there is genuine, first-hand experience.

Here the student council meets weekly with facility and room for full parliamentary procedure. Room is afforded, too, for visitors from the student body.

Is there a called meeting of home room representatives for Red Cross? For banking? The theatre provides ample space. Where shall two or more home rooms hold joint meetings? In the cozy little theatre, of course.

A cursory glance at the theatre bulletin board shows it to be the regular meeting place for the following activities: French Club, Girl Reserves, Visual Aids, Cue Club, Student Council, German Club, Red Cross Representatives, Charvice.

This list does not include those groups using the room as an occasional meeting place. Neither does it give other than passing mention of movies pertinent to regular class work as well as class programs, plays, and joint meetings. This is because the theatre's major field has swung so largely to activities service.

To some, such a project may seem impossible of attainment but to one who has seen a small theatre come into being, place and service, it appears that, with vision and initiative, much is possible. Even a smaller space seating fewer persons might serve, were one willing to start in a small way, enlisting the interest of parents, teachers, and board members. There is no doubt it pays wholesome, if not immediately tangible, dividends.

Vitalizing Remedial Reading In High School

A. CATHERINE LE DOUX, *Amundsen High School, Chicago, Illinois*

It has been my conviction that many high school students read poorly because they have developed a distaste for books. In the belief that reading in a field of personal interest may overcome such a distaste, I have, for some time, planned individual interest reading programs for my freshman remedial reading classes.

During the first week of the semester, the members of these classes are asked to write a letter to the school librarian, telling her of their interest and asking her to recommend books in this field. These letters are written on conventional stationery, addressed, and delivered. Beneath each signature the class teacher makes note, in code, of the writer's reading grade. This information is invaluable to the librarian who makes recommendations in the form of individual answers to each student.

The following week, the classes, armed with their correspondence, spend an English period in the library becoming acquainted with the books recommended and soliciting further help and advice.

Meanwhile, individual guide sheets have been prepared by the class teacher in the light of what each student has written in his letter. This means, of course, that each member of the remedial reading classes is working independently in the field of his interest and as nearly as possible on his grade level. One period a week is devoted to this individual reading in the library. Other days are given over to regular remedial work.

It is gratifying to note that fields of interest are varied in no small degree and that there are few duplications within a class. Horses, dogs, stamp collecting, boat building, aviation, travel, play writing, sports, and nursing are a few of the topics investigated by the students of the remedial reading classes this semester.

Ingenuity on the part of the class teacher should bring forth vital guide sheets which will assuredly tend to stimulate students in careful reading, organization of material, and development of originality. At the same time students will learn to read for a purpose, follow directions, and receive training in spelling and composition. Upon completion of the job, each student is requested to give an oral report on his work. As a climax, a Reading Club exhibition and program is featured at the close of the semester.

We have come to believe that the foregoing procedure has, in many cases, developed so keen an interest in working out the individual project that students have voluntarily read

extensively far beyond our expectancy. Aside from this belief, we have found it a rather delightful scheme to relieve the boredom which might be entailed in carrying out a highly systematized remedial reading program. Lastly, we offer the device as a means of vitalizing a regular English class where interest may be at a low ebb.

Organization for Activities in a Medium Sized School

RALPH W. HASKINS, *Principal Amherst High School, Amherst, Massachusetts*

With a school of 600 pupils and a rather diversified activities program, we found the need of some scheme to (1) keep track of activities, (2) keep the calendar cleared of too many conflicts, (3) distribute the adviser-coach load equitably. Our solution has been to have a group of three: the Principal, the Faculty Manager of Athletics, and the

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Director of Activities,—to see to it that advisers are assigned, that activities are initiated at the right time, that dates are sanely fixed, that everything goes "right." The two teachers who function as Manager and Director are chosen for some administrative ability, as well as for enthusiasm and sense. An attempt is made to partially repay these two for the extra time and responsibility involved, by slightly lessening the number of class and study hall periods assigned.

The faculty members are kept "in the know" about the whole setup, to promote staff morale and avoid jealousies. At the opening of the year each staff member indicates his choices of activities jobs from a list of forty or more. These range all the way from getting out the school annual or running the intramural basketball league, to helping with costumes for an operetta. The "cabinet" of three then works out assignments, establishes calendar dates, and keeps an eye on the carrying out of the work.

We feel that this rather simple setup helps definitely in keeping our activities going ahead vigorously and in keeping our faculty morale high. We very rarely have the attitude, often so prevalent, that "it seems to me, I'm asked to do all the extras around here."

The Conservation Club

AL THALACKER, *North High School, Sheboygan, Wisconsin*

Organized as an after-school club in 1930, the Conservation Club has taken its place among the leading clubs in the extra-curricular activities program of today. The Conservation Club of the North High School, Sheboygan, Wisconsin, is open to all students. The main purpose has been to further the study and activities of our natural resources, both fixed and perpetual.

To satisfy every boy, so many different activities were included in the original organization that it was necessary to form smaller groups, which specialize in different phases of conservation work.

The new clubs are the Sportsman's Club, the Flytying Club, and the Nature Club. In the main club the attempt is made to discover the interests of each boy and then to suggest the other special clubs.

In the Flytying Club the members learn the technique of tying trout and bass flies, bass bugs, and artificial fish bait. Some of the students sell their flies to fisherman or use them for their own purpose. In the spring, as a pleasant end to a year's work, a fish fry is held. The fish are caught with the flies tied by the club.

Very frequently visual aids are used in the Sportsman's Club to inform the members of

the many activities which state and national conservation groups are carrying out.

The Nature Club is open to students interested in nature study. Most of the time is spent in talks, discussions, and demonstrations dealing with plants and animals. Members of the club learn to use the microscope and micro-projector. Field trips and home projects add variety and help to make the club popular.

When school opens in fall, the Conservation Club members gain a background for later work through a study of safety, natural resources, and the human being. At the beginning of the hunting season, the students learn how to handle a gun safely. When each of the different hunting seasons begins, displays consisting of mounted birds of the specie to be hunted, and copies of laws pertaining to the shooting of them are placed in showcases in the corridors. With the different seasons, these displays are changed so that the public will be kept well-informed.

In winter, feed hoppers and feeding shelters are built. The members of the club go out after school and on Saturday to put food in the hoppers. By putting out money boxes with signs like "Help Feed the Birds," funds are received to use in buying the food.

In spring and fall the club devotes much of its time to the planting of trees.

During the conservation week, an auditorium program is presented by the club members to interest students in their work. They also take charge of the sale of wild life stamps. Club members orient the freshmen by giving short talks.

One of the interesting features of the year's work is a visit to the Wisconsin State Game

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Because of the club, many boys have gone to forestry schools and fish hatcheries. Many have become game wardens. The result is a good vocation.

Some Experience With Guidance

(Continued from page 232)

matics this school year because he didn't like the teacher. In fact, he refused to take it.

The boy's parents had completed the eighth grade only. The father is a millwright. There are three sisters and five brothers, only one of whom has completed high school. The father and two children work at the same shop in Syracuse. Since the boy will probably enter the same shop, a general shop course was advised by the counselor. The boy's I. Q. is 110 and his health good. His scholastic record at the beginning of the school year was poor. After the counselor had secured the case study report from the nurse and the other information he needed to be armed with, he took his car and made a trip to the home and cleared up the matter of the General Mathematics. The parents didn't know that the boy had refused to take the subject. They could see no reason why he shouldn't take it, and he is now enrolled in the course. He has recently shown

considerable interest in his shop work and seems to be on the road to a successful high school career.

Case study "B" which was made by the school nurse shows that this girl entered high school in September, 1940, with a deficiency in eighth grade Arithmetic. She does not know where her father is. She is living at present with her mother and step-father, who do not seem interested in her education.

I have reported the two above case studies here only to show that sometimes information of this kind is very enlightening to teachers and often provides a means of helping the pupil with his problems.

I feel that the most important results of our guidance program thus far is that it has centered the interests of the entire faculty upon the needs of individual students and thereby brought about better cooperation between teachers and departments. Other schools are probably doing all that we are doing with guidance, and many are probably way ahead of us, but the important thing with us is that a start has been made and we look for a higher type of graduate or drop-out student because of the help which our organized guidance program is giving us.

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New Helps

● **NATURE RECREATION**, by William Gould Vinal. Published by McGraw-Hill, 1940. 322 pages.

This is a pioneering text presenting readable and practical guidance for group leaders in the great out-of-doors. Chapters are devoted to new nature experiences and new adventures in camp life. It presents techniques of leadership required for the conservation of natural resources and the challenge of an increased leisure. It begins with the nature experiences and activities of the home and community, then passes to treatment of interests in camp and field. Such material, with generous consideration for sound philosophy and methods of leadership, is this book's contribution.

● **TRAILS FOR CLIMBING YOUTH**, by Louis C. Wright. Published by the Abingdon Press, 1939. 123 pages.

This is an informational book for the guidance and inspiration of young people. It aims at the task of showing young men and women how best to make life a great adventure. It gives the basis for much sober thought, but traces a path to lofty goals and points to ways richly productive of happy, profitable living. Written largely in narrative style, this book is designed for easy reading.

● **ONE-ACT PLAYS**, by Marie Annette Webb. Published by the Macmillan Company, 1940. 443 pages.

This is a compilation of sixteen one-act plays for reading and acting. The plays have been selected because of their quality and suitability for student reading and acting. They have been arranged for best effect. In this combination, these plays offer a complete course in play appreciation. The book makes available the educative advantages of play study, play reading, and play acting.

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Recess—An Opportunity For Democratic Living

(Continued from page 230)

exhibits A and B in a safety talk. Back into force came last year's rule. Then Senior Council decided they had been hasty in considering the walk-around-corner's rule no longer necessary.

The pupil values of the supervised recess are many. Big-muscled activity maintains health and develops neuro-muscular skill. The pupils have fun and are a part of a group. Their personalities are enriched through the development of social and moral qualities—sociability, courtesy, fairness, and cooperation; and, mental and emotional attitudes—interest, self-control, resourcefulness, and initiative. Through self-government, they live democratically within their own society.

Through the pupil supervised recess, four major goals have been reached: one, the elimination of annoyance to classes by an extended recess period; two, the provision of more adequate supervision for the emotional and physical protection of the child; three, the development of pupil leadership and followership; and, four, the development of safety skills and attitudes.

An Activity Program in Debating

(Continued from page 236)

and every criticism we were pleased to find that in not one case did a student take advantage of this situation, but was sincerely following the lines of our program.

It is interesting to note the record made by students who first were attracted to forensic work through this tournament. As members of the school debating society those graduated of the tournament have won one state championship in debate⁶, reached the finals another year⁷, and the semi-finals still another year⁸. This tournament also began experience that led to the runner-up for the state championship in oratory⁹, and third place in the state for dramatic interpretation.¹⁰

⁶N. J. State Champions in debate 1938—Princeton University.

⁷Runner-up State Debate Championship 1937—Princeton University.

⁸Semi-finalist State Debate Championship 1939—Princeton U.

⁹Runner-up State Championship in Oratory 1938.

¹⁰Third place—State Championship in Dramatic Interpretation 1939.

Comedy Cues

GENEALOGY

Diz: "Do you suppose it's bad luck to have a cat follow you?"

Whiz: "That all depends on whether you're a man or a mouse!"

FIRST CLASS!

He—You're so good at conundrums, try this.
She—Sure, go ahead.

He—Take away my first letter, take away my second letter, take away all my letters; I am still the same. What am I?

She—That's easy. You're a mail-carrier!

—*Christian Science Monitor*

WORSE OF TWO EVILS

"That is a falsehood!" said the teacher severely. "Do you know what will happen to you if you tell lies?"

"Yes'm," said Jimmy nonchalantly. "I'll go to hell and burn."

"Worse than that," said the teacher. "You'll be expelled from school."—*Texas Outlook*.

IMPOSSIBLE OTHERWISE

Teacher—Now, Johnnie, if you have \$12 in one pocket and \$14.00 in another, what have you?

Johnnie—Someone else's pants.

MAME LANDS A JOB

"Mame's got a job as a stenographer."

"What? Mame?—No."

"Honest."

"Do ya s'pose she'll get by?"

"Well, she may at that. You see, her boss told her right off he's a man of few words, an' that sounded encouragin' to Mame—she don't know very many."—*Balance Sheet*.

JUST STARTED

"How long have you been working for this firm?"

"Ever since the boss threatened to fire me."

WHEN GREEK MEETS ROMAN

Schoolboy (in library): "Gimme Homer's eyelid."

Second Schoolboy: "Lemme have Virgil's adenoid."—*Texas Outlook*.

FOR CRYING OUT LOUD!

A very stout man was walking on the promenade of a seaside town when he noticed a weighing machine with the notice: "I speak your weight."

He put one penny in the slot and stood on the platform. A voice answered: "One at a time, please!"—*Balance Sheet*.

Suggestions for Hoop Tourneys

(Continued from page 238)

space. Not only are bands sometimes larger than necessary, but there are too many of them. Pep bands composed of only the best musical talent in school are sufficient for athletic contests in restricted quarters. Bands often rob the tournament of needed revenue by occupying so much space that spectators cannot get in. I have seen as many as four large bands at one tournament session.

And here's a parting thought for sports writers and officials who pick All Tournament teams. Such all-star galaxies should not be announced as All-State teams but as All-State Tournament teams. Many of the finest players do not even compete in state tournaments, because they plan on inferior teams that are eliminated in preliminary meets.

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Howard Clements	256
Delong Subscription Agency.....	255
DeMoulin Bros.....	242 & 249
Expression Service	250
Fortuny's ..	256
Anna Manley Galt	253
Gennett Records	249
Greenburg Publisher	4th cover
Harper Standard Engraving Co.....	254
Indianhead Archery Company.....	252
Inor Publishing Co.....	2nd cover
McGraw-Hill Book Co.....	246
Music Clubs Magazine.....	248
National Academic Cap & Gown Co.....	248
National Recreation Association.....	252
School Activities Publishing Co.....	3rd cover

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